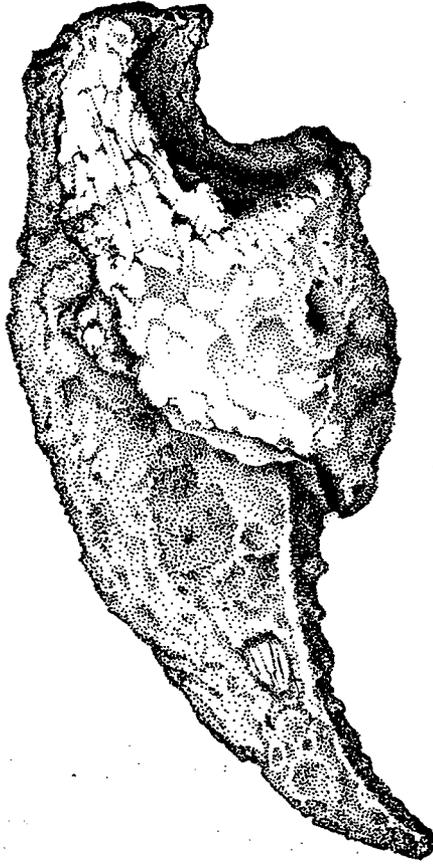






# **UCI General Catalogue 1975-76**



*The remains of a giant ground sloth claw. There is some evidence to suggest that the 18-foot-high sloth was used either as food or as a work animal by early humans. The sloth is an ancestor of the anteater, UCI's mascot.*

*Cover illustration: a 1699 edition of a map depicting California as an island, kindly lent for use in the General Catalogue by B.N. Desenberg.*

Volume 9, Number 1, July 1975. A series of administrative publications published by the University Relations/Publications Office, University of California, Irvine; Irvine, California 92664. All announcements herein are subject to revision without notice.

Second class postage paid at Newport Beach, California. Return requested.

Price \$1.50; by mail \$1.85.

# Foreword

In honor of the Bicentennial and UC Irvine's tenth anniversary we have chosen the history of the land on which the campus is built as the theme for the 1975-76 General Catalogue. As we begin our second decade we think it is appropriate to stop and think about what might have been happening on this spot 10 million or 10 thousand or even 100 years ago.

Paleontological study of the campus reveals that millions of years ago this area was under an ocean populated by 100-foot-long sharks and pygmy whales. As the land rose seven different coastlines were created in the five mile stretch between the campus and the present day seashore. Thousands of years ago the current UCI site was covered by lush tropical foliage. Camels, elephants, and giant, slow-moving sloths were as common here then as meadowlarks and squirrels are today.

Even more romantic is the mythological prehistory of this area. According to Spanish legend, California was once an island inhabited by women ruled by an Amazon queen named Calafia. She trained the griffins who lived in the rocky terrain to kill male invaders by picking them up and dropping them. This training proved to be a disadvantage when Calafia went to aid a pagan tribe invading Constantinople, since her griffins couldn't distinguish between the two armies and so picked up and dropped both sets of soldiers indiscriminately — an act which didn't promote Calafia's reputation as an ally.

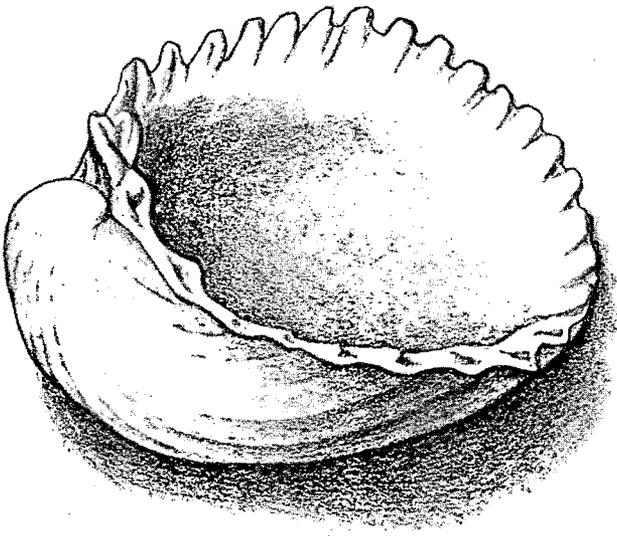
The early Indian activity in this part of California is probably less well understood than the ancient history. There is evidence of human habitation as long as 20,000 years ago. More recently, Southern California was inhabited by Shoshonean Indian groups related to the Comanches of the midwest and the Aztecs of Mexico. They lived in small settlements located close to the seashore, where they gathered shellfish and acorns and traded with the Indians of the Channel Islands. Indian legend says that the world began here in Orange County when heaven and earth, who were brother and sister, cooperated to create the rocks and the shrubs and the animals.

It is estimated that there were as many as 275,000 Indians living in Southern California in the eighteenth century when the Franciscans sent a Majorcan to California to establish a chain of missions. His name was Junípero Serra, and he and an explorer, Gaspar de Portola, crossed the boundary which presently marks Orange County on July 22, 1769. They camped a few miles east of what is now the Irvine campus and on the morning of St. Anne's Day arose to christen the valley stretched out before them, the Santa Ana Valley.

California passed from Spanish to Mexican to United States possession. The campus changed from a rancho to a sheep ranch to a cattle ranch and produce farm under James Irvine's ownership. In 1961 the Irvine Foundation gave 1,000 acres to The Regents of the University of California for the establishment of a new campus. Ten years ago the first classes were held.

We wish to thank Maureen Killackey who did all the fossil illustrations; Robert and Peggy Montgomery who provided us with fossils and fossil information and who are founders of the Orange County Natural History Foundation, established to protect the paleontological history of the Orange County area; Peter Bartlett of the Bowers Museum who lent us fossils; and Helen Garnier and Kathy Tobin who gathered information and illustrations on the more recent aspects of Orange County history.

Kathy Jones, Publications Manager  
Harriet Fleischer, Catalogue Editor  
Patti Bierweg, Assistant Editor



*A gulf cockle shell, estimated to be 100,000 years old.*

# Explanatory Notes

This catalogue contains general administrative and academic information as well as specific descriptions of schools and departments and the courses offered in each.

Because the catalogue must be prepared well in advance of the year it covers, changes in some programs will inevitably occur. Courses as described in the catalogue are subject to change without notice. The quarterly "Schedule of Classes" is the final authority in regard to classes offered and instructors; this publication is available from the Registrar's Office shortly before enrollment begins each quarter. Admission to UCI does not guarantee admission to any particular course.

**Course Listings:** Prerequisites for courses should be noted carefully; a course has no prerequisites unless so designated. It is important to notice that some courses are not offered each year.

Undergraduate courses are classified as "lower division" and "upper division." "Lower division" refers to courses numbered 1-99; "upper division" refers to courses numbered 100-199. Courses numbered 200 and above are graduate courses. "Lower division" usually refers to freshman-sophomore courses, "upper division" to junior-senior courses. However, junior and senior students may take lower-division courses, and freshmen and sophomores may take upper-division courses when upper-division standing is not a prerequisite. The letter L following a course number usually designates a laboratory course.

Courses with sequential designations (for example, 1A-B-C) normally indicate three-quarter courses beginning in the fall quarter; except as noted, each course in a sequence is prerequisite to the one following. Sometimes two-quarter sequences (for example, 4A-B) are offered. Usually a student may receive credit for completion of the first one-third, two-thirds, or one-half of a sequence.

The "(4)" or "(4-4-4)" designation following the course title indicates the unit credits toward the 180 quarter units needed to graduate. Each "4" represents four quarter units. The designation (4) F, W, S indicates a single course offered each quarter which can be taken only once for credit; a (4-4-4) F, W, S designation indicates that credit may be earned in each quarter.

The letters F, W, or S after the course number and title indicate which quarter(s) the course will be offered: fall, winter, or spring. (Although this catalogue is not intended to include Summer Session courses, a few are listed which complement particular programs; these are indicated by the word "summer.")

# Contents

## INTRODUCTION TO THE UNIVERSITY

The University of California .....	11
The Irvine Campus .....	14

## ACADEMIC INFORMATION

Academic Objectives .....	25
Requirements for a Bachelor's Degree .....	28
Academic Regulations .....	33
Planning a Program .....	41
Extended University .....	46

## GRADUATE DIVISION

Graduate Division .....	51
-------------------------	----

## ADMISSIONS, REGISTRATION, AND FEES

Undergraduate Admissions .....	61
Registration Procedures .....	76
Fees, Expenses, and Financial Aid .....	81

## STUDENT AFFAIRS

Student Affairs .....	91
-----------------------	----

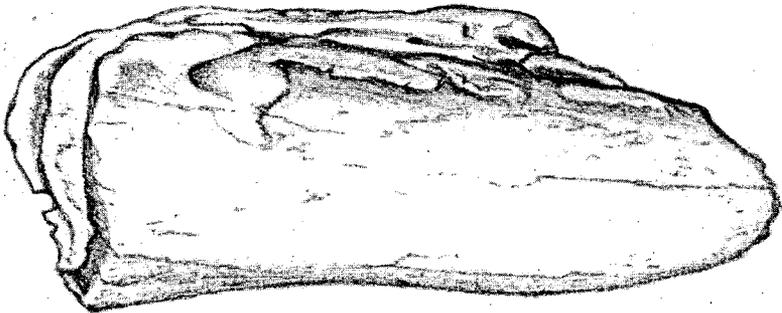
## SCHOOLS AND DEPARTMENTS

School of Biological Sciences .....	105
Department of Developmental and Cell Biology .....	129
Department of Molecular Biology and Biochemistry .....	132
Department of Population and Environmental Biology .....	135
Department of Psychobiology .....	137
Department of Medical Microbiology .....	141
School of Fine Arts .....	144
History of Art .....	146
Studio Art .....	149
Dance .....	151
Drama .....	156
Music .....	161
Fine Arts Interdisciplinary .....	168
School of Humanities .....	169
Department of Classics .....	171
Department of English and Comparative Literature .....	179
Department of French and Italian .....	191
Department of German .....	198
Department of History .....	204
Special Programs in the Humanities .....	216
Language Laboratory .....	218

Program in Linguistics .....	219
Department of Philosophy .....	223
Program in Russian .....	230
Department of Spanish and Portuguese .....	235
School of Physical Sciences .....	243
Department of Chemistry .....	245
Department of Mathematics .....	256
Department of Physics .....	267
School of Social Sciences .....	281
Independent Programs .....	313
Program in Comparative Culture .....	313
Department of Information and Computer Science .....	328
Program in Social Ecology .....	336
University Studies .....	371
Department of Physical Education .....	371

#### PROFESSIONAL EDUCATION

Education of Teachers .....	377
School of Engineering .....	396
Graduate School of Administration .....	417
College of Medicine .....	429
University Officers .....	450
Maps and Aerial Photo .....	454
Index .....	458



*A tooth from an early native of California, the camel. The species became extinct in California and was brought back in the 1850's on a trial basis by the U.S. Army. The experiment was so disastrous that there is still a law prohibiting camels on California thoroughfares.*

# Academic Calendar

## Fall Quarter 1975

Registration and Enrollment .....	August 25-September 5
Quarter Begins .....	September 22
Orientation for New Students .....	September 22-26
Late Registration and Enrollment .....	September 23-24
Instruction Begins .....	September 29
Last Day to Add a Course .....	October 10
Last Day to Change Pass/Not Pass Option .....	October 10
University Day .....	October 23
Last Day to Drop a Course .....	November 7
Thanksgiving Holiday .....	November 27-28
Instruction Ends .....	December 5
Final Examinations .....	December 8-12
Quarter Ends .....	December 12
Christmas Holiday .....	December 25-26
New Year's Holiday .....	January 1-2

## Winter Quarter 1976

Registration and Enrollment .....	November 24-December 5*
Quarter Begins .....	January 5
Orientation for New Students .....	January 5-6
Late Registration and Enrollment .....	January 5
Instruction Begins .....	January 7
Last Day to Add a Course .....	January 21
Last Day to Change Pass/Not Pass Option .....	January 21
Holiday .....	February 16
Last Day to Drop a Course .....	February 18
Instruction Ends .....	March 12
Final Examinations .....	March 15-19
Quarter Ends .....	March 19
Spring Holiday .....	March 22

## Spring Quarter 1976

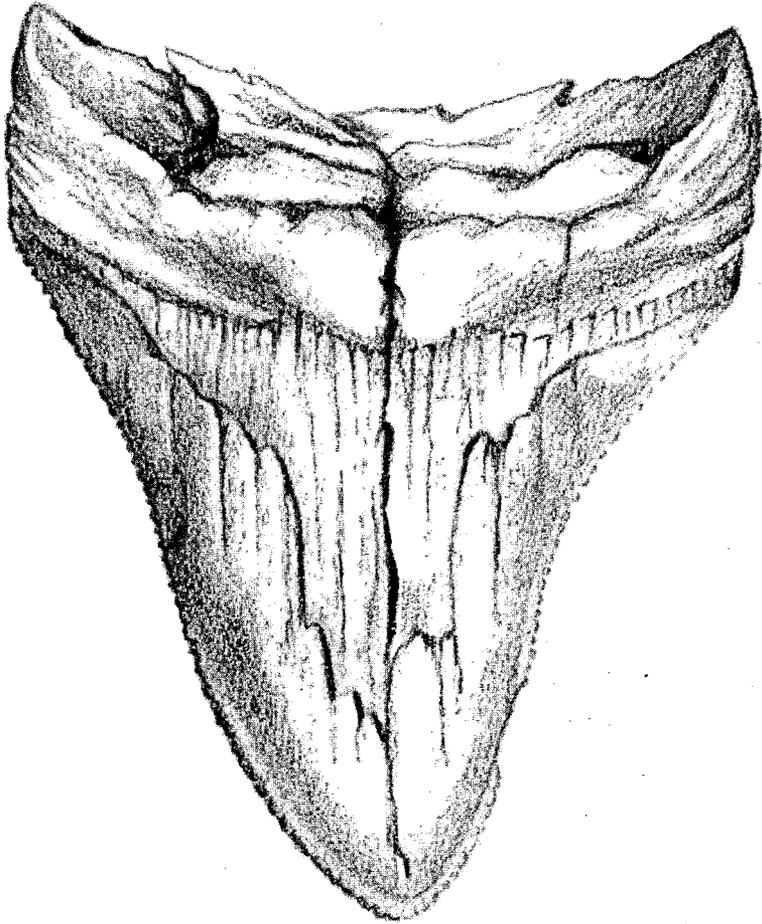
Registration and Enrollment .....	February 23-March 5
Quarter Begins .....	March 24
Orientation for New Students .....	March 24-26
Late Registration and Enrollment .....	March 24
Instruction Begins .....	March 29
Last Day to Add a Course .....	April 9
Last Day to Change Pass/Not Pass Option .....	April 9
Last Day to Drop a Course .....	May 7
Memorial Day Holiday .....	May 31
Instruction Ends .....	June 4
Final Examinations .....	June 7-11
Commencement .....	June 12
Quarter Ends .....	June 12

\*Excluding November 27-28.

# Introduction to the University



*Queen Calafia, Amazon ruler of the legendary island of California which lay "on the right hand of the Indies and very near to the terrestrial paradise."*



*This 17-million-year-old shark tooth is all that is left of a 100-foot-long ancestor of the great white shark.*

# The University of California

The promise of a University of California is contained in the State Constitution, drafted in Monterey in the gold rush year of 1849. California was admitted to the Union the following year, although almost twenty years were to pass before the hope for a public university would be realized.

Impetus for the building of a university came from private citizens and the federal government, as well as from the State. A forerunner of the University of California, the Contra Costa Academy, was established in 1853 in downtown Oakland by a group of churchmen led by the Reverend Henry Durant. In 1855, that institution was incorporated as the College of California and plans were made to purchase a new site north of Oakland.

In 1853, Congress had bestowed upon the State 46,000 acres of public lands with the stipulation that proceeds of the sale of the land were to be used for a "seminary of learning." The Morrill Act of 1862 gave another grant of public lands to the State for the establishment of a college to teach agriculture and the mechanic arts. The University thus became California's first Land Grant College. Recently it was named a Sea Grant College under the Sea Grant program, which is concerned with the development and wise use of the oceans' resources.

The College of California offered its buildings and lands to the State in 1867 on condition that a "complete university" be created to teach the humanities as well as agriculture, mining, and mechanics. The legislature accepted, and on March 23, 1868 — Charter Day — Governor H.H. Haught signed the act that created the University of California.

From its beginnings in Berkeley, the University of California has grown to include eight additional campuses at Davis, Irvine, Los Angeles, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz. On the nine University campuses there are five medical schools, three law schools, and a School of Veterinary Medicine, as well as professional schools of Business Administration, Engineering, Oceanography, Education, and many others. The University also maintains research stations, field stations, and extension centers in more than 100 locations throughout California.

The University performs many services in addition to teaching. It is the primary state-supported academic agency for research. Its public services include medical and dental clinics, information services for agricultural and urban populations, and a broad program of continuing education for adults in the arts, business, and professions.

Under contract with the Energy Research and Development Administration and with support from other agencies, the University operates three national laboratories, two of which are at off-campus sites. These are the Lawrence Berkeley Laboratory adjoining the Berkeley campus, the Lawrence Livermore Laboratory at Livermore, California, and the Los Alamos Scientific Laboratory at Los Alamos, New Mexico. These laboratories conduct broad and diverse basic and applied research programs in nuclear energy and in problems relating to the production of energy. Major research facilities include Lick Observatory, White Mountain Research Station for high-altitude research, Laboratory of Radio Astronomy, Bodega Marine Laboratory, Scripps Institution of Oceanography, Institute of Transportation and Traffic Engineering, Statewide Air Pollution Research Center, Space Sciences Laboratory, Hormone Research Center, and Philip L. Boyd Desert Research Center, among others. The University also operates agricultural field stations throughout the State.

In 1965, The Regents established the University's Natural Land and Water Reserves System to maintain for science and educational use samples of the diversity of California's natural environment. At present there are twenty-two reserves located throughout the State.

Hastings College of the Law and the San Francisco Art Institute, both in San Francisco, are affiliated with the University.

The University of California leads all institutions in the world in the number of Nobel laureates on its faculty. It also has on its staff more than 100 members of the National Academy of Sciences. In 1974, its faculty members were awarded 39 Guggenheim Fellowships out of a total of 342 granted throughout the nation. Its libraries rank with the finest University libraries in the United States.

### University Administration

The organization and government of the University is entrusted, under the State Constitution, to a corporate body, The Regents of the University of California. Membership of the Board of Regents was changed by a constitutional amendment November 5, 1974. Ex officio members<sup>1</sup> were reduced in number from eight to seven; members appointed by the Governor were increased from sixteen to eighteen; and in selecting Regents, the Governor is required to consult an advisory committee, specifically described in the amendment. Regents' terms in office were reduced from sixteen to twelve years.<sup>2</sup> (Those now serving sixteen-year terms are unaffected by the amendment.) The amendment further provides that "Regents shall be able persons broadly reflective of the economic, cultural, and social diversity of the state, including

---

<sup>1</sup>Ex officio members: the Governor of California; the Lieutenant Governor; the Speaker of the Assembly; the Superintendent of Public Instruction; the President and the Vice President of the Alumni Association of the University of California; the President of the University.

<sup>2</sup>To be effective March 1, 1976.

ethnic minorities and women." It authorizes the Regents to appoint "a member of the faculty (at a campus of the University or of another institution of higher education)" or a student, or both, as voting members of the Board of Regents with full rights of participation, commencing on July 1, 1975. The Regents have "full powers of organization and government, subject only to such legislative controls as may be necessary to insure compliance with the terms of the endowments of the University and the security of its funds."

The President of the University is the executive head of the University in all its departments and on all its campuses. He is appointed by The Regents and is directly responsible to them.

Each of the nine campuses of the University has a Chancellor as its chief administrative officer. The Chancellor is responsible for the organization and operation of the campus, including academic, student, and business affairs.

The Academic Senate, consisting of faculty and certain administrative officers, determines the conditions for admission and degrees, subject to the approval of The Regents, authorizes and supervises courses and curricula, and advises the University administration on such important matters as appointments and promotions, budgets, student discipline, and administration of the library.

### **Affirmative Action**

The University of California is committed to a policy that will safeguard the right of all persons to seek, obtain, and hold employment without discrimination or abridgement because of race, religious creed, color, national origin, ancestry, physical handicap, or sex. All groups operating under The Regents — including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University — are governed by this policy. The University has a written Affirmative Action Program to implement this policy, and mechanisms have been established to monitor the program.



*The shell of a moon snail which can still be found off the California coast.*

# The Irvine Campus

The University of California, Irvine is located in Orange County, forty miles south of Los Angeles and five miles inland from the Pacific Ocean. The surrounding hills and grazing lands give the campus a rural feeling, even though an estimated two million people live within a twenty-mile radius.

A total campus area of 1,510 acres is intended to allow for ample open space and is an integral part of the similarly planned City of Irvine. The buildings are arranged in a circle around a large central park. UCI maintains the adjacent San Joaquin Freshwater Marsh, a 200-acre University-owned refuge for waterfowl and wildlife.

Classes opened in October, 1965, with 1,589 students, freshman through postdoctoral. In the fall of 1974, 8,914 students were enrolled: 6,884 undergraduates, 1,157 graduates, 743 medical students, health sciences graduate students, and medical residents in the College of Medicine, and 167 Extended University students.

The majority of students live off campus and commute daily, and most are dependent on cars for transportation. Student parking permits are valid for parking lots located on the perimeter of the campus. Students with or without cars can make use of the campus share-a-ride station, located near Crawford Hall. Bus service to major housing and shopping centers in the county is available. A restaurant, cafeteria, snack bars, and vending machines provide food service on campus. At this stage of its development, the town center on Campus Drive adjacent to the campus contains a variety of service, specialty, and food shops, in addition to a bank, a post office, and the City of Irvine administrative offices.

Beaches about five miles to the west are lined by communities and State Park recreation areas. Two mountain ranges and popular desert resort spas are within a two-hour drive. The climate is usually warm and dry; there is frequently a breeze from the ocean and occasionally fog.

## ACADEMIC STRUCTURE

The Irvine campus was planned from the beginning as a general campus. The establishment of five Schools representing five fundamental areas of knowledge was and is the foundation of this model. The five fundamental Schools are Biological Sciences, Fine Arts, Humanities, Physical Sciences, and Social Sciences. Areas of knowledge which cross these major school boundaries are represented by Departments or Programs, grouped together under the Council on Interscholar Curricula. Included in this grouping are the Program in Social Ecology, which bridges interests in the Social and Biological Sciences; the Program in Comparative Culture, crossing disciplines in the Humanities and Social Sciences;

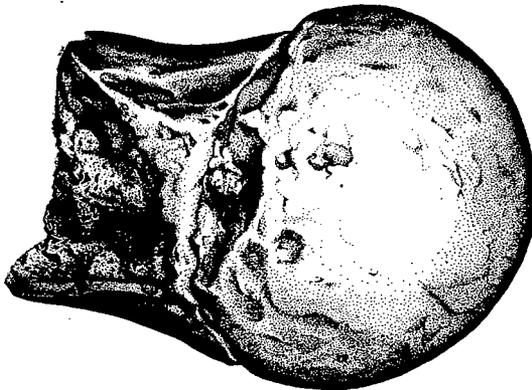
and the Department of Information and Computer Science, which crosses all major disciplinary boundaries. In addition to the basic Schools and the associated cross-disciplinary Programs and Departments, there are three Schools with a primarily professional orientation: Administration, Engineering, and Medicine. The remaining academic units consist of the Office of Teacher Education and the Department of Physical Education.

The organization of major academic units into Schools rather than into Colleges distinguishes Irvine from other campuses of the University. It must be emphasized that although the Schools represent basic areas of knowledge, in most cases they are not traditionally structured. Owing to this, interdisciplinary programs within Schools are common, and faculty within Schools represent multidisciplinary interests.

Graduate studies at Irvine are administered by the Graduate Division, but all graduate programs and faculty operate within the regular departments. There is no separate graduate faculty. Graduate study, therefore, takes place within the schools and is related to undergraduate work within the departments. Most research on the campus is conducted at the departmental level and thus is also contained within the schools.

Descriptions of the instructional programs offered are in the Schools and Departments section of this catalogue. For information on part-time degree programs offered through the Extended University see page 46.

The Vice Chancellor for Academic Affairs has administrative responsibility for all programs in instruction and research. Matters of educational policy, including approval of programs, courses, and grades, are the responsibility of the Irvine Division of the Academic Senate and its committees. The Irvine Division is part of the Academic Senate of the University of California and is composed of faculty members. For further information on the administration of the entire University of California system, see page 12.



*Hipbone of an unidentified young sea mammal.*

## INSTRUCTIONAL AND RESEARCH FACILITIES

### University Library

The University Library is a rapidly growing and increasingly important resource for teaching and research with a collection of more than 675,000 volumes and a current subscription list of more than 9,000 journals and serials. The collection is housed in a functional building designed to bring students and books together. With the exception of materials housed in the Department of Special Collections and reserve books in heavy demand, all periodicals and books are on open shelves and are easily accessible to all readers. Reference books, numbering about 10,000 volumes, including bibliographies, encyclopedias, handbooks, dictionaries, and indexes, are arranged in an open shelf collection. There are librarians in the Reference Department to assist in finding information and in using the reference tools. Informal instruction in the use of collections is available at any of the public service desks, and guides for specific areas of service are available. Formal instruction is offered through a course which introduces students to search strategy techniques relevant for library research (Humanities 75: Biblio Strategy).

Special facilities and staff are provided for the Government Publications Department, which contains a collection of over 135,000 documents issued by the federal government, state, local, and foreign governments, and international organizations. The Government Publications Department also contains the Orange County Public Affairs Service, a collection of current material on local affairs which provides a facility for the systematic acquisition of information and material from both governmental and nongovernmental agencies in a variety of formats.

The Library's Department of Special Collections houses a collection of rare books, local history materials, and the official University archives.

The Library copying service, supplemented by coin-operated copying machines, makes it possible to obtain reproduction service at all times. Microtext materials and various types of reading equipment are brought together in special facilities. Other special facilities include group study rooms, a map collection, and a room containing special facilities for blind and partially-sighted students. When the University is in session, the Library is open eighty-six hours per week.

Two branch libraries, the Physical Sciences Library and the Biological Sciences Library, are located in the Physical Sciences Building and in the Science Lecture Hall. More than 900 current periodical titles are held in each library. Hours of service are the same as the General Library, and copying service is furnished in both branches. In addition, a combined library for the Museum of Systematic Biology and the Center for Pathobiology is located in the Center for Pathobiology in Steinhaus Hall.

A medical collection of over 75,000 volumes is available in Medical Surge Building II.

Bus service to UCLA is offered Monday through Saturday for students who need material not held in the UCI Library. Interlibrary loan service is available to the faculty and graduate students.

Beginning fall, 1975, the Library will house the campus Learning Resources Center. The Learning Resources Center is equipped with various audio-visual, television, and other devices designed to enhance the learning process.

For a more comprehensive description of library services and procedures consult the Library Handbook, copies of which may be obtained at the Circulation Desk.

### **Center for Pathobiology**

The Center for Pathobiology provides a focus for many activities in the School of Biological Sciences: notably, developmental biology, pathology, entomology (including pest control), and genetics. Its fifty participating research workers include faculty members, undergraduate and graduate students, and postdoctoral scientists. A major activity is the analysis of normal and pathological development of insects and other animals by genetic and biochemical techniques. Closely related to this is the study of insect growth regulators for controlling insect pests. Collaborative programs bring other scientists to the Center for extended periods of time. Center publications include research reports, comprehensive reviews, and bibliographies.

### **Computing Facility**

The Computing Facility provides interactive and batch computing services to students, faculty, and staff on three computers: a Xerox Sigma 7, a Digital Equipment Corporation DECsystem 10, and a DEC PDP-11. Computing at UCI is distinguished by the commitment to make computing an integral part of the academic programs at both the undergraduate and graduate levels, and by the commitment to extensive use of interactive computing. Approximately 40% of the students are involved with some form of instructional computing every year. The Facility can serve more than 120 interactive users simultaneously on its three systems.

A wide variety of programming languages and applications packages are available to users. Limited capabilities are available for remote computing at other campuses and laboratories of the University. The Facility provides orientation sessions for local systems. Instruction in programming and other aspects of computing is provided by the Department of Information and Computer Science, other academic units, and University Extension.

Information about campus computing services is available at the Computing Facility's Office of User Services, 358 Computer Science Building.

### **The Irvine Arboretum**

The Arboretum is a botanic garden developed and managed by the School of Biological Sciences. Among its goals is the establishment of a habitat planted with the flora characteristics of the southern grassland-coastal ecosystem. The Arboretum also is assuming scientific management and planning for the material planted on campus. The campus flora plus the botanic garden serve as important scientific and educational resources for research and teaching.

### **Museum of Systematic Biology**

The Museum of Systematic Biology is a scientific resource charged with cataloguing and maintaining specimens of local plants and animals. Its holdings, totaling over 110,000 specimens, provide environmental scientists and students of ecology with information dealing with the occurrence, identification, and distribution of the species living in our immediate environment. In addition to its general holdings, the Museum is custodian for three outstanding special collections: the Sprague Conchological Collection, the Cassady-Lewis Herpetological Collection, and the Rudkin Lepidopteran Collection.

### **Institute of Transportation and Traffic Engineering**

The Institute of Transportation and Traffic Engineering (ITTE) was established on a statewide basis in 1947, with headquarters at Berkeley. A branch of the Institute on the Irvine campus has recently been approved, for an initial period of three years. The Institute at Irvine will have an interdisciplinary emphasis and will involve faculty from the Graduate School of Administration, Biological Sciences, Engineering, Medicine, Physical Sciences, Social Ecology, and Social Sciences.



*The most common Indian boat was the tule balsa — a raft made of rushes bound into a boat-like shape.*

## **Public Policy Research Organization**

The Public Policy Research Organization (PPRO) is a university-based research center that performs policy research and renders advice on public policy problems facing state and local governments. (Local governments include counties, municipalities, school districts, special districts, and regional agencies.)

Within this broad mission, PPRO pursues three major objectives: improvement in policy regarding use of management science techniques and modern information technologies (including computers); improvement in methods for evaluating public policies and programs; and development of more effective methods for disseminating research results to user agencies.

As a campus-wide Organized Research Unit, PPRO draws its principal research expertise from the full faculty and student resources of the Irvine campus. Of the fifty faculty and students currently working on research in PPRO, the majority are from the School of Social Sciences, the Department of Information and Computer Science, the Program in Social Ecology, and the Graduate School of Administration. Among PPRO researchers are experts in law, public administration, computer science, business administration, economics, public finance, political science, sociology, psychology, planning, and public policy. PPRO projects are multidisciplinary by nature.

Although it works primarily with state and local government policy-makers and planners, PPRO's role is similar to that of research organizations which assist professionals in other fields such as engineering, agriculture, business, and medicine. PPRO is not in a public policymaking role, but it is in a unique position to assist those who do make policy by providing intellectual support through its research, its advice to government agencies, and its affiliation on specific projects with public interest groups.

PPRO's current projects include a study of research literature in the field of municipal information systems, development of performance measurement techniques in local government, a nationwide study of information systems and their impacts on American cities and counties, and development of a public service program for training and disseminating information to government officials and administrators.

Graduate assistantships will be available for some qualified students in schools or departments of UCI who desire experience in policy research and analysis.

## **SUPPLEMENTARY EDUCATIONAL PROGRAMS**

### **Education Abroad Program**

The Education Abroad Program offers opportunities to undergraduate and graduate students of the University of California to study for credit

in universities overseas, and serves also as a source of information on all types of educational exchange experiences.

Study centers have been established in France, Germany, Ghana, Hong Kong, Israel, Italy, Japan, Lebanon, Mexico, Kenya (Nairobi), Norway, Spain, Sweden, the United Kingdom, and Ireland. Participants generally spend from nine to eleven months abroad, including a special orientation program, six or seven weeks of intensive language preparation, a full academic year in the university of their choice, and some vacation travel.

For information about eligibility, deadlines, financial aid, or for further material concerning particular centers abroad, consult Helen Stanley, Trailer 409, telephone (714) 833-6343.

### Summer Sessions

Two summer sessions will be held on the Irvine campus. Session I will run from June 16 to July 23, 1976. Session II will be from July 26 to August 31, 1976. Students may enroll in either or in both sessions. Those who enroll in both take an academic program equivalent to a regular quarter, thus accelerating their progress toward a degree.

A wide variety of courses from the regular sessions is planned, supplemented by experimental offerings available only during the summer. Admission is open to all university students, high school graduates, and to qualified applicants over eighteen years of age. Admission to Summer Session does not constitute admission to a regular session of the University; therefore, official transcripts of educational records are not required. Fees for Summer Session are the same for out-of-state students as for California students.

Information regarding Summer Session may be obtained from the Summer Session Office in 148K Admin. Bldg., telephone (714) 833-5493. Catalogues and application forms will be available in February.

### University Extension

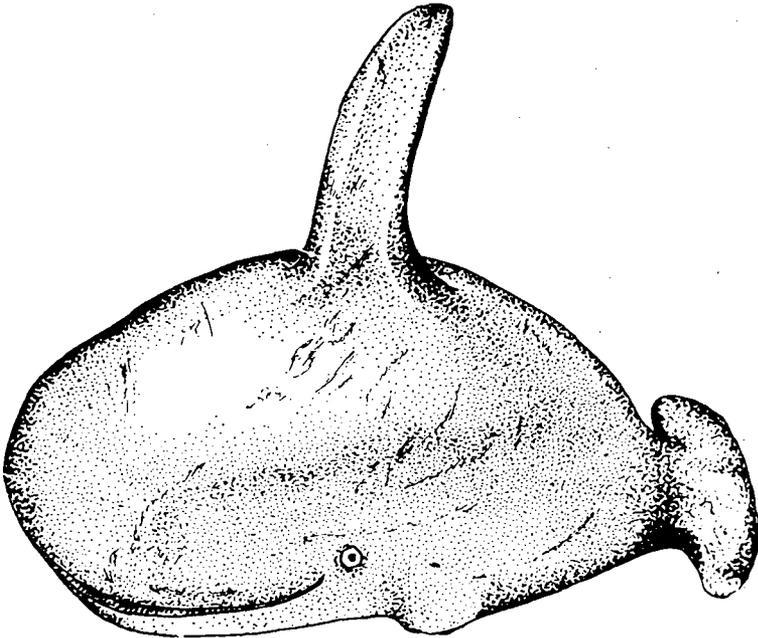
University Extension programs are designed to provide educational opportunity to adults for professional upgrading, personal growth through cultural programs, and more effective participation in civic affairs. In the broader social view, it is the assigned task of University Extension to provide the mechanism by which the resources of the University can be applied to the more rapid solution of statewide and urban problems.

A variety of methods are used to implement these aims: classes, lecture series, discussion groups, correspondence courses, conferences, institutes, and short courses.

Extension programs in Orange County are offered on the UCI campus, at Buena Park High School, and at other locations. For detailed information, write or telephone the UCI Extension Office in 102 Admin. Bldg., telephone (714) 833-5414.

## Air Force ROTC

Through arrangements with the University of Southern California two-, three-, and four-year Air Force Reserve Officers Training Corps (AFROTC) programs are available to all qualified male and female UC Irvine students. Academic units earned in this program are counted as elective units toward fulfillment of UCI graduation requirements. Successful completion of the AFROTC program leads to a commission as a Second Lieutenant in the Air Force Reserve. Two-, three-, and four-year scholarships are available to qualified students on a competitive basis. Four-year scholarships must be applied for before December 31 in the year prior to entering college. All scholarship recipients receive full tuition (UC Educational and Registration fees), required fees and books, and \$100 a month. All qualified male students are provided twenty-five hours of flying training during their final year in the program. For additional information contact the Department of Aerospace Studies (AFROTC) at the University of Southern California, Los Angeles, CA. 90007, telephone (213) 746-2670 or 2671.



*Carvings of sea creatures made by Southern California Indians may have been used as amulets.*

## ACTIVITIES AND RECREATION

The Associated Students of the University of California, Irvine (ASUCI) was organized by and for the Irvine campus student body to give focus to student participation, activities, and academic services. From the activities fee which the student body voted to levy against itself, the ASUCI organizes lectures, concerts, community projects, and many other activities administered by elected student representatives.

Academic departments, Student Affairs offices, and the Campus Committee on Lectures regularly bring noted scholars and lecturers of general interest to the campus. The School of Fine Arts and the Committee for Arts offer presentations in art, dance, concert, film, and theatre. The Student Information Center (telephone 833-5545) maintains a complete list of the events taking place on campus.

Each student may participate in an extensive program of recreation and athletics. See pages 371-373 for complete information.

## GENERAL INFORMATION

### University Relations

For further information about the Irvine campus contact the University Relations Office, telephone (714) 833-6922, which is responsible for press and visitor information, publications, University and community relations, gifts and endowments, alumni relations, the Speakers Bureau, and liaison with affiliate organizations: Friends of UCI, Friends of the UCI Library, UCI Town and Gown, Big I Boosters, UCI Public Relations Council, UCI Industrial Associates, UCI Alumni Association, UCI Parents Organization, the Associated Alumni of the UCI-California College of Medicine, UCI Medical Faculty Wives, UCI Executive Association, and the UCI Foundation.

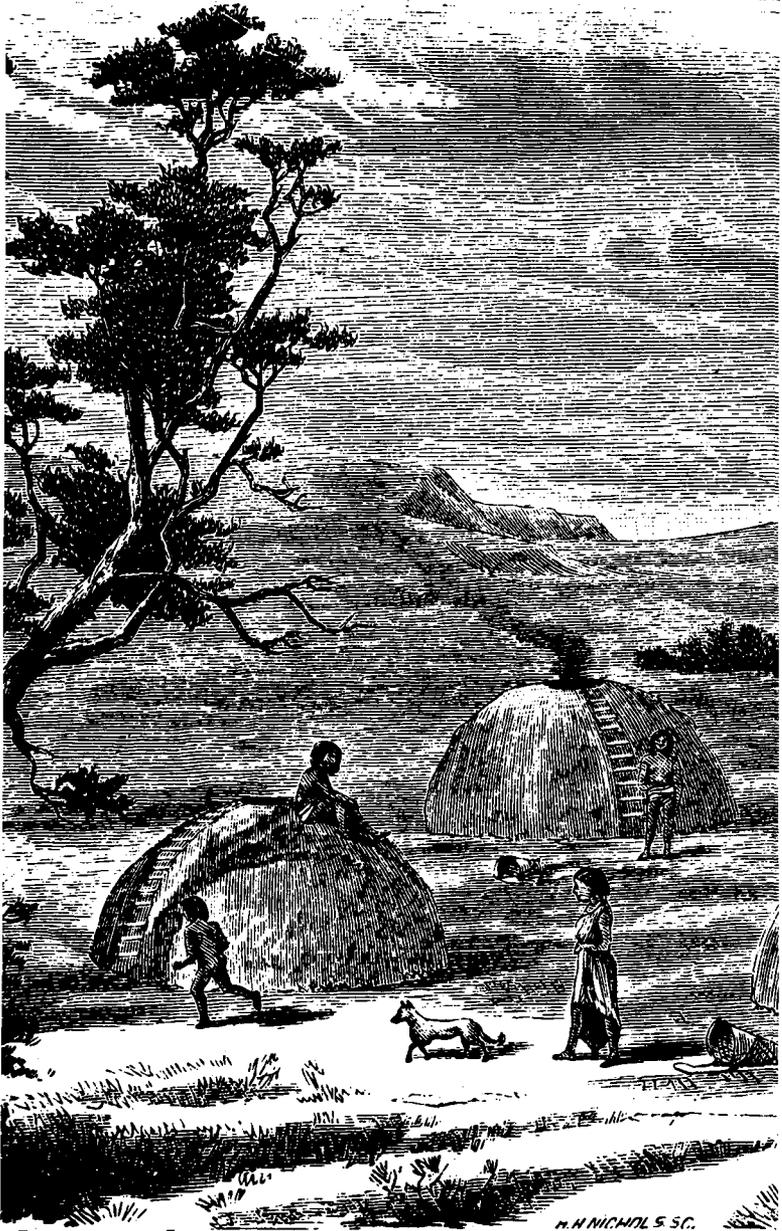
### Relations with Schools

The Office of Relations with Schools serves as liaison between the University of California, Irvine and the other educational institutions of the state. On the one hand, it is the representative for the University insofar as its educational policies affect the high schools and community colleges from which its students come. On the other hand, it interprets to the University current developments on other educational levels whose impact is felt through entering students. Office of Relations with Schools staff work with community college personnel to develop course articulation agreements and to facilitate transfer. Schools or organizations seeking such educational services are welcome to make arrangements through this office. The staff is also available as a resource to schools and education-oriented groups and will participate in college advisement programs and similar events at the schools. ORS sponsors various activities on campus for educational groups and prospective students. Student-led tours for prospective students and their parents and school groups may be scheduled by calling Campus Tours (714) 833-5832. The Educational Opportunities Program, an outreach program for minority and low-income students, is described on page 93.

# Academic Information



*The Indian phantom diety Chiningchinish populated the world and returned from time to time to observe creation from Santiago Peak.*



*California's coastal Indians lived in tule thatched huts called wicki-ups, shaped like orange halves.*

# Academic Objectives

At the beginning of its second decade, UC Irvine is a developing campus which is acquiring a national reputation for its creative organization and programs and for its record of excellence. The campus strives to provide an atmosphere conducive to creative work at all levels, to explore the accumulated knowledge of mankind, and to develop new knowledge through basic and applied research. Along with these objectives, Irvine has a serious commitment to public service. The campus generates research expertise which may be applied to regional and national social issues, and seeks to provide humanistic understanding of the problems of society.

Through the establishment of "schools" as the primary academic structure (see p. 14) UCI has given recognition to the traditional academic disciplines and the flexibility needed to accommodate the broadest interdisciplinary programs. Our intention is to avoid the intellectual isolation that results from excessive concentration in a strictly defined discipline.

There is a strong interrelation of traditionally "separate" academic disciplines: certain schools offer degrees in general fields of study in addition to, or instead of, degrees in conventionally recognized disciplines; interdisciplinary work both within the schools and across school lines is common; courses are offered for nonmajors on all levels, freshman through senior.

Naturally, an individual student's academic program will include specific course work and a major emphasis of some kind, but a "major" at UCI often can be more comprehensive than is usually the case at the University level. Emphasis is placed on a coherent program stressing individual interests and needs, including studies distributed among a number of fields which are often interdisciplinary in nature. Students gain a sense of intellectual discipline, as well as depth and breadth of knowledge.

Also important to Irvine's overall academic concept is recognition that a university provides a total environment for learning which goes beyond the regular course work of formal courses. Much depends on a student's own initiative — on how fully a student takes advantage of opportunities that come through suggestions for further study, through informal connections with faculty and other students, and through all the accidents of association to be found in academic life. Independent study is more than simply the name of a course; it is considered an important procedure for learning.

UCI believes that a university education should provide the student with ways to generalize from it to the conditions experienced after

graduation. The student's collective university experience should furnish a particular set of insights which will become the basis for an intellectual identity and lifelong learning processes. The Irvine educational experience is intended to give students a foundation on which to continue developing their intellectual, esthetic, and moral capacities throughout their lives.

## DEGREES OFFERED

Administration	M.S., Ph.D.
Biological Sciences	B.S., M.A.T., M.S., Ph.D.
With opportunities to specialize in Developmental and Cell Biology, Molecular Biology and Biochemistry, Population and Environmental Biology, and Psychobiology; and Medical Microbiology for advanced degree candidates only.	
Chemistry	B.A., M.A., Ph.D.
Classics (with Latin or Greek emphasis)	B.A., Ph.D.
Classical Civilization	B.A.
Comparative Culture	B.A., M.A.T., Ph.D.
Comparative Literature	B.A., M.A., Ph.D.
Dance	B.A.
Drama	B.A.
Education	Credential program only
Multiple and Single Subject; Early Childhood; Bilingual/Cross-Cultural; Health Science Specialist; Administrative; Counseling	
Engineering	B.S., M.S., Ph.D.
English	B.A., M.A., M.F.A., Ph.D.
Fine Arts	B.A., M.F.A.
French	B.A., M.A., Ph.D.
German	B.A., M.A., Ph.D.
History	B.A., M.A., Ph.D.
History of Art	B.A.
Humanities	B.A.
Information and Computer Science	B.S., Ph.D.
Linguistics	B.A.
Mathematics	B.A., M.A., Ph.D.
Medicine	M.D.
Music	B.A.
Pharmacology and Toxicology	M.S., Ph.D.
Philosophy	B.A., M.A., Ph.D.
Physics	B.A., M.A., Ph.D.
Political Science	Ph.D.
Psychology	Ph.D.
Radiological Sciences	M.S., Ph.D.
Russian	B.A.
Social Ecology	B.A., M.A.
Social Sciences	B.A., Ph.D.
Spanish	B.A., M.A., M.A.T.*, Ph.D.
Studio Art	B.A.

\*M.A.T. in Spanish is offered through the Extended University only.

Please note that the list of degrees does not indicate the variety of concentrations available. See page 31.

In order to receive a degree, a student must file an Application for Graduation at the appropriate dean's office the first quarter of senior year.

### Honors at Graduation

Students may graduate with honors, either *summa cum laude*, *magna cum laude*, or *cum laude*. The criteria used by each school in weighing candidates for these honors are included in each school's section of the catalogue.

### Phi Beta Kappa

Phi Beta Kappa is a national honor society which recognizes outstanding scholastic achievement in the liberal arts and sciences. Upper-division students whose undergraduate records fulfill certain requirements are eligible for election to membership.



*In the fall every member of the family, led by the chief, migrated to the mountains to work in the harvest of acorns.*

# Requirements for a Bachelor's Degree

## UNIVERSITY REQUIREMENTS

### UC Requirements

1. English ("Subject A"). Every undergraduate must demonstrate upon entrance to the University an acceptable level of ability in English composition. This requirement may be met *before entrance* by:
  - a. Achieving a grade of 5, 4, or 3 in the College Entrance Examination Board (CEEB) Advanced Placement Examination in English;  
*or*
  - b. Achieving a score of 600 or better in the English Composition Achievement Test of the College Entrance Examination Board (CEEB). Students who score between 450 and 600 on this examination may be retested by the Subject A Office. Please call the Subject A Office for information. NOTE: UC Irvine does *not* normally administer the CEEB examinations for freshman applicants — please contact the Office of Admissions for information; *or*
  - c. Entering the University with credentials from another college which show the completion of an acceptable course in English composition with a grade of C or better. NOTE: High school English courses will not satisfy this option.

Those students not meeting the Subject A requirement prior to entrance must fulfill the requirement by passing the Subject A examination given by the Subject A/Writing Workshop Office. This examination is given at the end of each academic quarter and is offered *only* to those students who are enrolled in Subject A and have also been enrolled in the Humanities Writing Workshop for at least one quarter. All students obliged to fulfill the Subject A requirement must attempt to meet this requirement *during their first year of residency in the University* and must pay (once) a \$45 nonrefundable fee. Please consult the Schedule of Classes under Humanities Writing Workshop for the course listing.

2. American History and Institutions. This requirement may be met by one of the following:
  - a. Completion in high school of one year of United States history with grades of C or better, *or* one semester of United States history and one semester of United States government with grades of C or better.
  - b. Receiving a score of 5, 4, or 3 in the Advanced Placement Examination in United States History.

- c. Receiving a score of 500 or higher in the CEEB Achievement Test in American history and social studies.
- d. Presentation of a certificate of completion of the requirement at another California institution.
- e. Completion of one year of college level United States history with grades of C or better, *or* one course in United States history and one in United States government with grades of C or better.
- f. Passing an examination in these subjects. (Students should contact the Undergraduate Study Office, School of Humanities, for further information about the examination.)

### UCI Requirements

3. Breadth requirement.\* Rather than prescribing specific courses or areas, the faculty simply states that a given portion of a student's course work should be in areas outside the student's major. This requirement may be met by taking course work in three schools (Schools of Biological Sciences, Fine Arts, Humanities, Physical Sciences, or Social Sciences) or, by petition to the student's academic dean, work in Comparative Culture, Information and Computer Science, and Social Ecology, in Engineering, or in undergraduate courses taught in the Graduate School of Administration, outside the school of the student's major, as follows:

A student must take twenty-four units in one school outside the major and twelve units in each of two other schools outside the major.

4. Credit for 180 quarter units, earned by examination, by other evaluation, or course work. A course normally offers four quarter units of credit.
5. A grade average of at least C.
6. Credit for the last three quarters of work immediately preceding graduation earned in residence on the Irvine campus (i.e., a minimum of one year full-time attendance at UCI). An exception to this rule is allowed in the case of students enrolled in the Education Abroad Program, who may be allowed to complete thirty-six of the last eighty-eight units, including the final twelve units, abroad.
7. Students enrolled at UCI from their freshman year may elect to meet as graduation requirements those in force at the time of entrance or those subsequently passed after entrance. Students transferring from other collegiate institutions may elect to meet as graduation requirements those in effect at the time of entering the other collegiate institution, those in effect at the time of transfer to UCI, or those subsequently passed. A student who seeks readmission to

---

\*The breadth requirement does not apply to students majoring in the School of Engineering.

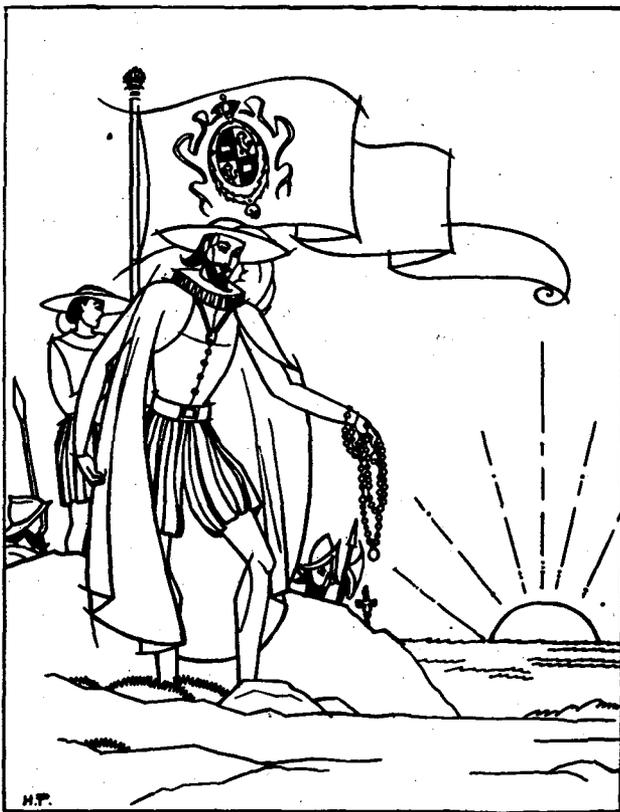
## 30 Requirements for Bachelor's Degree

UCI more than three consecutive quarters after withdrawing from student status must determine graduation requirements from that time.

### Proficiency in English and Foreign Languages

Beyond the general English requirement ("Subject A," described on p. 28), there are no general course requirements in English composition for students at UCI.

Although there are no general requirements in foreign languages for students at UCI, some departments do have foreign language requirements. Students considering graduate education should bear in mind that the ability to read one or more foreign languages may be a requirement for graduate school.



*September 28, 1542, Juan Cabrillo set foot on shore at San Diego harbor.*

## SCHOOL AND DEPARTMENTAL REQUIREMENTS

In addition to the University requirements listed above, each undergraduate student must satisfy the degree requirements for the major selected. Some schools do not have school requirements; in these cases, a student majoring in one of these schools simply has to fulfill the University and the departmental requirements. The University, school, and departmental requirements may overlap. That is, courses taken to fulfill a school or departmental requirement (e.g., the physics course requirement in the School of Biological Sciences) may also help fulfill the UCI breadth requirement.

The student should have determined an area of concentration no later than the beginning of the junior year, having made certain that the background and the preparation prerequisite to junior and senior work in the major have been accomplished. Transfer students should assume that equivalent courses taken elsewhere will fulfill school and departmental minimum course requirements for graduation (see the section on "Planning for Transfer to UCI," p. 69).

Information on specific school and departmental degree requirements, as well as courses offered, can be found in the school and departmental sections of this catalogue.

Many degree programs at Irvine offer the student options for concentration *within* the major. Since these concentrations are not apparent from the list of degrees, the following expanded list has been compiled to provide a fuller indication of majors and associated areas of concentration available. For further information on any area, consult the Index.

### Majors and Associated Areas of Concentration

*Administration	Computer Science
Anthropology	See Information and Computer Science
Art	Community Mental Health
History of Art	See Mental Health
Studio Art	Creative Writing
Bilingualism and English as a	Criminal Justice
Second Language	Cultural and Cognitive Anthropology
Biological Sciences	Culture Studies
*Business Administration	See Comparative Culture
Chemistry	Dance
Classical Civilization	Developmental and Cell Biology
Classics	Drama
Cognitive Linguistics	Ecological Studies
Comparative Culture (Cross-Cultural and Interdisciplinary)	See Social Ecology
Expressive Forms	Economic and Geographical Analysis
Social Inquiry	
Comparative Literature	

\*No undergraduate major is offered, but studies in these areas may be integrated with the undergraduate program.

### 32 Requirements for Bachelor's Degree

- Economics
- \*Education
- \*Educational Administration
- Engineering
  - Civil
  - Electrical
  - Environmental
  - Mechanical
- English
  - Literature – principally English and American (See Literary Criticism)
  - Writing
- Environmental Impact Assessment
- Environmental Psychology
- Environmental Quality and Health
- Ethnic Studies
  - See Comparative Culture
- Film
- Fine Arts (Interdisciplinary)
- French
  - Culture and Civilization
  - Linguistics
  - Literature
- Geography
- German
  - Linguistics
  - Literature
- Greek
- History
- Human Development
- Human Ecology
- Humanities (Interdisciplinary)
- Individual and Small Group Behavior
- Information and Computer Science
- Italian
- Latin
- Law and Society
- Linguistics (School of Humanities)
  - In addition, special Linguistic emphasis is available in each of the following: Classical Languages; French;
- German; Russian; Spanish
- Linguistics (School of Social Sciences)
- Literary Criticism
- Literature
  - Comparative
  - English and American
  - French
  - German
  - Russian
  - Spanish
- Mathematics
- Mental Health
- Molecular Biology and Biochemistry
- Music
- Philosophy
- Physics
- Planning and Public Policy
- Political Science
- Population and Environmental Biology
- Portuguese
- Psychobiology
- Psychology
- \*Public Administration
- Quantitative Social Science
- Russian
  - Civilization
  - Linguistics
  - Literature
- Social Ecology
- Social Interaction
- Social Sciences
- Society, Politics, and Social Issues
- Sociology
- Spanish
  - Bilingualism and English as a Second Language
  - Culture
  - Linguistics
  - Literature
- \*Teacher Education
- Television
- Urban Planning
  - See Planning and Public Policy
- Writing

---

\*No undergraduate major is offered, but studies in these areas may be integrated with the undergraduate program.

# Academic Regulations

## GRADING

- A – Excellent (4.0 grade points per unit)
- B – Good (3.0 grade points per unit)
- C – Average (2.0 grade points per unit)
- D – Lowest passing grade (1.0 grade point per unit)
- F – Not passing (no grade points)
- I – Incomplete
- P – Pass (equal to grade C or better)
- NP – Not Pass
- S – Satisfactory (Graduate students only in courses so designated by the Graduate Council.)
- U – Unsatisfactory (Graduate students only in courses so designated by the Graduate Council.)
- IP – In Progress (Restricted to certain sequential courses, so designated by the Committee on Courses, for which the final quarter grade of a multi-quarter sequence course is assigned to the previous quarter(s) of the sequence.)
- NR – No Report (Given when student's name was on official roster of class but instructor turned in no grade for the student. NR turns to F after one quarter on student's record unless instructor at the student's request clears the record or replaces NR with another grade.)

Plus suffixes may be attached to the grades B, C, and D; minus suffixes may be attached to the grades A, B, C, and D. Plus grades carry three-tenths grade point more per unit, and minus grades carry three-tenths grade point less per unit than unaffixed grades.

At the end of each quarter, the student is given a copy of the permanent record. On the copy, the student will find grades for all the quarters taken at UCI, a computation of grade point average at the University of California, and a list of the University requirements completed (Subject A, American History and Institutions, etc.).

Regulations require for graduation the accumulation of credit for 180 quarter units with an average grade of at least C (grade point average of at least 2.0). A course at UCI normally offers four quarter units of credit, and the term "course" may be understood in what follows to

carry four units. The grade point average is the sum of all accumulated grade points (grade points earned in a course per unit *times* the unit value of the course) divided by the sum of all units attempted.

It should be noted that final grades as reported by professors at UCI are permanent and final. A professor may not change a final grade except to correct a clerical or procedural error.

### Incomplete Grades

"I" or incomplete grades are granted by an instructor to a student when the student's work is of passing quality, but is incomplete because of circumstances beyond the student's control, and when the student has been excused by the instructor from completing the quarter's work.

The time limit for making up an "I" grade is two quarters of enrollment. After this time the "I" can no longer be replaced and will appear permanently on the record. The student should consult the instructor to determine how the incomplete may be made up. Once the work is completed, the student should ask the instructor to submit a change of grade form to the office of the dean of the school in which the course was offered. The student should *not* re-enroll in the course to make up the incomplete.

Courses graded "I" are not included in computations of the grade point average which appears on the student's permanent record. They will remain indefinitely on the permanent record unless the work is completed and a grade assigned as described above. Because University of California regulations require a grade point average of 2.0 for all units *attempted* in order to graduate, incomplete grades are treated as "F's" when a check for satisfaction of graduation requirements is made. If the student's overall average is at least a 2.0, including the incomplete grades computed as "F's," then the student may graduate. If the incomplete grades computed as "F's" decrease the student's average below a 2.0, then the student may not graduate until enough incomplete grades have been made up to bring the average up to a 2.0. This computation in no way affects the grade point average or the appearance of "I" grades on the final permanent record.

### Pass/Not Pass

The Pass/Not Pass option is available at UCI to encourage students to enroll in courses outside their major field. Courses graded "Pass" or "Not Pass" are not included in computation of the grade point average which appears on a student's permanent record. However, if a student receives a "Pass" in a class, course and unit credit for the class are received. If a "Not Pass" is received the student receives no credit for the class. Below are listed six regulations concerning the use of the Pass/Not Pass option:

1. On the average only one course (or four units) per quarter may be taken under the Pass/Not Pass option. The total number of Pass/Not Pass courses on a student's record may not exceed the number of

quarters a student has been enrolled at UCI. This restriction applies to all courses, including those designated by the Committee on Courses to be offered only for Pass/Not Pass grades, except for courses in Physical Education.

2. A student who earns a grade of "C" or better will have a Pass/Not Pass grade recorded as "Pass." Units thus earned will be counted in satisfaction of degree requirements. If the student earns a grade of "D" or "F," the grade will be recorded as a "Not Pass," and no credit will be received for the course. In both cases, the student's grade will not be computed into the grade point average.
3. Courses taken under the Pass/Not Pass option may *not* be used to satisfy specific course requirements of the student's school and major department. However, such courses count toward the 180 quarter units required for graduation and toward meeting the general UCI breadth requirements.
4. Changes to or from the Pass/Not Pass option must be made during the enrollment period. No changes can be made after the first two weeks of a quarter without the approval of the dean of the student's school.
5. No student on academic probation may enroll in a course on the Pass/Not Pass option. (Physical education courses are excepted.)
6. Graduate students may not use Pass/Not Pass courses to apply toward any degree requirements.

### **Satisfactory/Unsatisfactory Grades (Graduate Students Only)**

Individual study and research, or other individual graduate work undertaken by a graduate student, may be evaluated by means of the grades "S" or "U." No credit will be allowed for work graded unsatisfactory.

### **In Progress Grades**

"IP" is a continuing grade, restricted to sequential courses which extend over two or more quarters, indicating that the final grade for the individual quarters will not be assigned until the last quarter of the sequence is completed. The grade for the final quarter is then assigned for all of the previous quarters of the sequence. No credit is given until the student has completed the entire sequence. "IP" grades may be given only in courses designated by the Academic Senate Committee on Courses for use of this grade. Courses graded "IP" are not included in computations of the student's grade point average and do not contribute to the number of quarter units completed.

### **Not Reported Grades**

An "NR" is recorded on a student's permanent record when the student's name was on the official class roster but the instructor turned in no grade for the student. A student who receives an "NR" must immediately contact the instructor and arrange for the removal or replacement

of the "NR." After one quarter on the record an "NR" becomes an "F" which will remain permanently upon the student's record. Courses graded "NR" are not included in computations of the grade point average and do not contribute to the number of quarter units completed.

### **Removal of Deficient Grades**

Undergraduates may repeat courses only when grades of D, F, or NP were received. Degree credit for courses so repeated will be given only once but the grade assigned at each enrollment shall be permanently recorded. In computing the grade point average of an undergraduate with repeated courses in which a D, F, or NP was received, only the most recently received grades and grade points shall be used for the first sixteen units repeated. In case of further repetitions, the grade point average shall be based on all grades assigned and on total units attempted.

### **Grade Points and Grade Point Average**

Grade points are assigned on a four point basis: A, 4 points per unit; B, 3 points per unit; C, 2 points per unit; D, 1 point per unit; F and I, zero points. Plus or minus suffixes modify the above by plus or minus 0.3 grade point per unit.

Each undergraduate course counts one through eight units, and graduate courses range from one to twelve units each (see departmental course descriptions). Grade point average is computed by dividing the total number of grade points earned by the total unit value of courses attempted. P, NP, S, U, NR, IP, and I grades are excluded in computing grade point average.

### **CREDIT BY EXAMINATION**

An enrolled student may obtain credit for many courses by taking a special examination administered by a faculty member who normally teaches that course. Detailed procedures for obtaining credit by examination may be obtained from the office of the dean of the school which offers the course. Approval of any petition for credit by examination must be obtained from the dean of that school *before* the examination can be administered. After the dean has signed the petition, the student must have it validated by paying a \$5 Credit by Examination Fee at the Cashier's Office.

The instructor giving the examination retains the prerogative (1) to decide whether the course can be taken by examination, (2) to determine the form such an examination may take, and (3) to stipulate whether the grade will be reported as Pass/Not Pass or as A, B, C, D, or F.

A student may take the examination for a particular course only one time. After receiving the grade, the student may accept it or reject it. If the student is not satisfied with the grade received on the examination, the student may choose not to receive credit or a grade. If the student does choose to accept the results of the examination, grades and grade

points will be entered on the record in the same manner as those for regular courses of instruction.

### **INDEPENDENT STUDY: UNDERGRADUATES ONLY**

Another class option is available *primarily to upper-division students at UCI*. The option, independent study, allows the student to plan with the instructor a course having a clear relationship to the student's academic program. The plan for the course will include a reading list, a group of assignments, examinations, papers, or similar evidence of intellectual achievement on which academic credit will be based. A description of the course and of its requirements must be approved by the instructor responsible for it and by the department chairman or dean. Independent study credit for undergraduates is normally limited to five units per quarter.

### **FINAL EXAMINATIONS**

Final examinations are obligatory in all undergraduate courses except laboratory and studio courses, or their equivalent, as individually determined by the Committee on Courses. Normally each such examination shall be conducted in writing and must be completed by all participants by the announced time shown in the Schedule of Classes for the quarter in question. These examinations may not exceed three hours duration. In laboratory and studio courses, the department concerned may at its option require a final examination subject to prior announcement in the Schedule of Classes for the term.

Final grade reports from professors are due in the Registrar's Office within forty-eight hours after the final examination.

### **UNDERGRADUATE SCHOLARSHIP REQUIREMENTS**

#### **Course Load Limits**

An undergraduate may enroll in as few as twelve units or as many as twenty units. To enroll for more than twenty units or fewer than twelve units a student must obtain the signature of the dean of the school on the Preferred Program Card. Any action to add or drop courses after submission of the Preferred Program Card which will cause a student to be enrolled in more than twenty units or fewer than twelve units requires approval by the student's dean. This approval is certified by the dean's signature on the Change in Course Enrollment (Add/Drop) Card.

#### **Academic Standing**

To remain in good academic standing a student must maintain a grade point average of at least 2.0 and make progress toward the degree at a satisfactory rate.

An undergraduate student is normally subject to academic probation if at the end of any quarter the grade point average for that quarter, or the cumulative grade point average, is less than a 2.0.

### 38 Academic Regulations

A student whose grade point average falls below a 1.5 for any quarter, or who after two consecutive quarters on probation has not achieved a cumulative grade point average of 2.0 or a satisfactory rate of progress, is subject to disqualification.

#### Normal Progress Requirement

Regular undergraduate students will become subject to probation or subject to disqualification from further registration in the University if they fail to make normal progress toward the baccalaureate.

(A) Normal progress for all regular undergraduate students is defined in the following table, in terms of quarter units completed at the end of quarters enrolled.

Quarter	Normal Progress	Subject to Probation	Subject to Disqualification
1	12-15	8-11	≤ 7
2	24-30	16-23	≤ 15
3	36-45	24-35	≤ 23
4	50-60	40-49	≤ 39
5	65-75	56-64	≤ 55
6	80-90	72-79	≤ 71
7	96-105	89-95	≤ 88
8	112-120	106-111	≤ 105
9	128-135	124-127	≤ 123
10	145-150	142-144	≤ 141
11	162-165	160-161	≤ 159
12	180	---	---

- (B) A student who at the end of a given quarter of enrollment has completed no less than a number of units in the range specified in the "Normal Progress" category under (A) is making normal progress. A student who at the end of a given quarter of enrollment has completed a number of units in the range specified in the "Subject to Probation" category under (A) is subject to being placed on probation by the Faculty of that student's school or program or its designated agent. A student who at the end of a given quarter of enrollment has completed no more than a number of units in the range specified in the "Subject to Disqualification" category under (A) is subject to disqualification by the Faculty of that student's school or program or its designated agent.
- (C) Students who have completed two consecutive quarters on academic probation without having achieved at the end of that period at least the normal rate of progress specified under (A) are subject to disqualification.

A student will be allowed to continue on probation only if the record indicates likely achievement of the required scholastic standing within a reasonable time.

- (D) For purposes of calculating "Normal Progress," "Subject to Probation," and "Subject to Disqualification," students admitted to the University with advanced standing will be classified with respect to quarter of enrollment at entrance in accordance with the following table.

Quarter at Entrance	Advanced Standing Quarter Units at Entrance
1	0-14
2	15-29
3	30-44
4	45-59
5	60-74
6	75-89
7	90-104
8	105-119
9	120-134
10	135-149

- (E) Units earned under the following three circumstances are not to be counted toward determination of the quarter at entrance under (D) above: (1) Advanced Placement Examination; (2) College Level Examination; (3) concurrent enrollment in college courses while in high school.
- (F) The quarter of enrollment at entrance of students (including baccalaureate degree candidates who already hold a baccalaureate degree) seeking admission to the University with 150 or more advanced standing units will be determined by the Faculty offering the curriculum in which such students seek to enroll. This determination will be made consistent with the program required for such students to obtain the desired degree and with University residence requirements.

Probation is not a necessary step before disqualification. If a student becomes subject to disqualification, the complete record of grades and other accomplishments will be carefully reviewed by the responsible faculty authorities of the student's School. If the record indicates little probability that the student will be able to meet the academic standards of the University of California, the student will be disqualified from further enrollment. Each school and program is obliged by Academic Senate regulations to maintain a procedure under which a student may appeal probation and disqualification actions.

In order to transfer from one campus to another in the University of California or from one UCI school to another, a student who has been disqualified or who is on academic probation must obtain the approval of the appropriate faculty, or its designated agent, into whose jurisdiction the student seeks to transfer.

## CONCURRENT ENROLLMENT

If a UCI student wishes to enroll in a University Extension course concurrently with enrollment in regular courses, the entire program of study must be approved in advance by the dean of the assigned school.

Transfer to UCI of credit earned in enrollment at another institution guarantees only credit toward total units. Applicability toward meeting specific degree requirements of any credit transferred is determined by the dean of the student's school.



*Sir Francis Drake sailed along the California coast in 1579. A few years later Sebastian Vizcaíno followed the same course and gave lasting names to San Clemente Island, San Diego, and Catalina.*

# Planning a Program

The student is expected to choose a major (a field of concentration) by the beginning of the junior year and in some areas is actually discouraged from making a choice before that time. Majors are usually along departmental lines, except in those schools and programs that are not departmentalized. The requirements for most majors allow students to take a considerable number of electives from other programs. A qualified student may graduate with a double major by fulfilling simultaneously the requirements of any two schools. The various majors and associated requirements are described in detail in the Schools and Departments portion of this catalogue.

## CHOOSING AN UNDERGRADUATE MAJOR

In preparation for choosing a major students should consult their advisors about the possibilities which may be open to them. Even though the advisor will not be thoroughly familiar with all fields, the advisor can suggest ways to investigate other areas of study. Students should feel free to go to any department and ask to speak to an academic advisor in order to learn more about that field, its programs of study, its requirements for admission and graduation, and possible enrollment limitations.

While some students are aware that they might like to major in one of several subjects, other students are only aware of those fields in which they do not wish to major. The task of choosing a major is therefore often one of refining these earlier impressions in the light of experience in courses, discussions with faculty and with other students, and the opening of new opportunities and possibilities. Students with absolutely no idea of the field in which they would like to major will have time to take courses in various fields and determine their specific interests.

It should be kept in mind that some major programs require specific preliminary study; that courses required for graduation or for a major which the student may later wish to elect must be considered; and that one must be cautious about excessive early concentration in a certain field that may prevent moving to a major in a different field. A student should not overlook any possible opportunities. The faculty advisor can be helpful in formulating an overall lower-division program which will keep the maximum number of possible majors open.

## ACADEMIC ADVISING

At the time of admission every undergraduate student at UCI is assigned for purposes of academic advising to the school or program that corresponds to the student's stated area of academic concentration (major). Students who have not yet selected an area of academic con-

centration at the time of admission are assigned to an advisor specifically prepared to help the undecided student. This assignment will continue until the student reaches a decision concerning a major, at which time the student will submit a petition for a change of major and be transferred to the appropriate school or program. Jurisdiction over all questions of academic regulations and academic standing rests with the dean or director of the school or program to which a student is currently assigned for purposes of academic advising. Thus, all requests to add or drop courses, petitions seeking waiver or change of graduation or other requirements, and petitions to change area of academic concentration must be processed through the office of that dean or director.

Each academic unit is responsible for maintaining a system which provides academic advising by faculty members. These systems differ among the several academic units. In some, all of the faculty serve as advisors; in others, only certain members of the faculty are designated as advisors. In each instance, however, every student will have a faculty advisor. Responsibility for informing students of the identity of their advisors rests with the dean or director of the appropriate academic unit. This is normally done by letter, but if at any time students are uncertain of the identity of their faculty advisors they may obtain that information from the office of the appropriate dean or director. In some areas students may petition to change advisors. A change in area of concentration often involves a change in advisor. This will always be the case when the change of concentration is to a different school or program. The new school or program will assign a new advisor and inform the student.

In some schools and programs consultation between students and their faculty advisors is mandatory. Students are responsible for knowing the governing regulations of the school or program to which they are assigned for academic advising purposes. Irrespective of whether or not consultation between student and advisor is required, *the student is responsible for initiating and maintaining periodic contact with the assigned faculty advisor.* An appropriate time for the initial contact is during the week prior to the beginning of the student's first classes at UCI, or earlier at the time of registration if this is possible. Thereafter, consultation between student and advisor at the time of registration for each subsequent quarter is desirable. The actual frequency of these meetings will be determined by the desires of the student, the advisor, and the governing regulations. It is the obligation of the faculty advisor to help the student plan an appropriate program of study and interpret the academic regulations of the campus, *but the student is solely responsible for meeting the academic regulations and remaining in good academic standing.*

In addition to faculty members, each unit provides staff who assist students with major selection, program planning, and petitions. Also, peer academic advisors, trained upper-division and graduate student academic advisors, are available to help students plan their programs, select

or change majors, and arrange for tutoring as necessary. Besides furnishing counsel on such matters, these advisors dispense general campus information and refer students to the appropriate faculty and staff personnel for assistance with specific problems.

A listing of key advising personnel is provided for reference and convenience. The names of other personnel performing advising duties may be obtained directly from the academic units.

## Advising Personnel

### Biological Sciences

Howard A. Schneiderman, Dean	329 SH	833-5314
Daniel L. Wulff, Associate Dean and Chief Academic Advisor	329 SH	833-5314
Rosevelt L. Pardy, Assistant Dean	329 SH	833-5314
Cindy Eddleman, Counselor	201 SH	833-5318

### Comparative Culture

Joseph G. Jorgensen, Director	SST	833-7136
Dickran Tashjian, Chief Academic Advisor	SST	833-7164
Charlotte Ferree, Counselor	SST	833-7135

### Engineering

J.H. Mulligan, Jr., Dean	305 EGR	833-6002
Allen Stubberud, Associate Dean and Chief Academic Advisor	325 EGR	833-6737
Marion Murphy, Counselor	355 EGR	833-6749

### Extended University

Keith Justice, Dean	256 Admin.	833-6987
Diana Sherwood, Assistant to the Dean	256 Admin.	833-6987

### Fine Arts

Clayton Garrison, Dean	249 FA	833-6611
William C. Holmes, Associate Dean and Chief Academic Advisor	249 FA	833-6611
Peggy Wood, Counselor	247 FA	833-6647

### Graduate School of Administration

Lyman Porter, Dean	315 SST	833-5335
Newton Margulies, Associate Dean and Chief Academic Advisor	371 SST	833-7105
Counselor	311 SST	833-6437

### Humanities

William J. Lillyman, Dean	340 HH	833-5131
Guy Sircello, Associate Dean and Chief Academic Advisor	340 HH	833-6453
Cathy Smith, Counselor	338 HH	833-5132

## 44 Planning a Program

### Information and Computer Science

Fred Tonge, Chairman	444 CS	833-6357
Rob Kling, Chief Academic Advisor	458 CS	833-5156
Rose Allen, Counselor	444 CS	833-5156

### Medicine

Stanley van den Noort, Dean	112 MSR I	833-5925
James Mahnke, Associate Dean of Medical Student Affairs and Chief Academic Advisor	207 MSR II	833-5282

### Physical Education

Raymond H. Thornton, Chairman	1357 CH	833-6932
Linda B. Dempsay, Chief Academic Advisor	1354 CH	833-6933

### Physical Sciences

Everly B. Fleischer, Dean Associate Dean and Chief Academic Advisor	220 PS	833-6506
Clare Wilkerson, Counselor	220 PS	833-6507
Tina Arth, Counselor	220 PS	833-6507

### Social Ecology

Director	408C CS	833-5911
Carolyn L. Ball, Assistant to the Director	408D CS	833-5911
John F. Flowers, Chief Academic Advisor	744D EGR	833-7004
Barbara Finch, Counselor	468A CS	833-6861
Margaret Overin, Counselor	468B CS	833-6861

### Social Sciences

Dean	603 SST	833-6801
Associate Dean and Chief Academic Advisor	723 SST	833-7260
Carol Nance, Counselor	627 SST	833-6803
Marianne Schnaubelt, Counselor	627 SST	833-6803

### Teacher Education

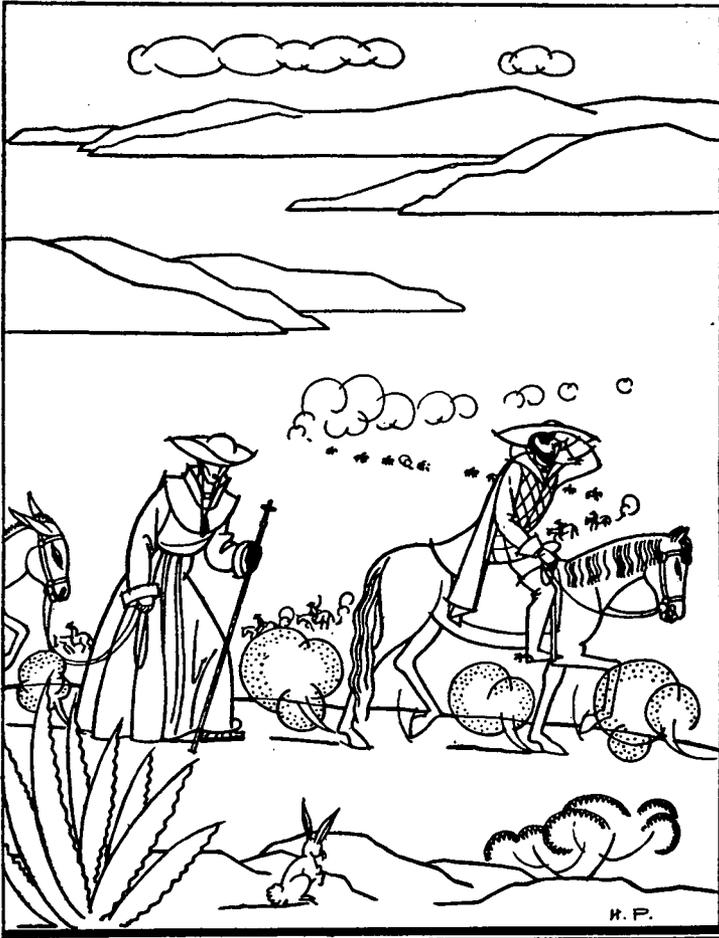
Kenneth Bailey, Director	423 SST	833-5117
Jack McCullough, Assistant Dean and Chief Academic Advisor	411 SST	833-6673
Ada Nix, Credentials Counselor	419 SST	833-5119

## PREPARATION FOR GRADUATE OR PROFESSIONAL STUDY

Students anticipating graduate or professional study in a certain field should exercise special care in constructing their undergraduate programs, and they should make their career goals known to their advisors.

Such choices naturally do not have to be made during the first two years, and may or may not be made during the second two, but early investigation of the possibilities of graduate or professional study will often be helpful to students who have an idea of the direction in which they would like to go.

Students should supplement their undergraduate programs by anticipating foreign language requirements at major graduate schools and by intensive work in areas outside the school or program of their major that are of special relevance to their intended graduate work. Information about the Graduate Division at Irvine can be found on page 51.



*The Jesuits were the first to establish a chain of missions in Baja California.*

# Extended University

The University of California is currently engaged in a pilot program of selected degree offerings available on a part-time basis to upper-division Bachelor's and Master's degree candidates. The intent is to extend University resources to persons beyond the usual college age who cannot attend the University on a full-time basis because of employment, family, or other personal responsibilities.

The Extended University was established at UCI in the fall of 1973 and offers the following degree programs for part-time students:

## Undergraduate Program

Social Ecology ..... B.A.

## Graduate Programs

Social Ecology ..... M.A.

Spanish (for credentialed teachers) ..... M.A.T.

Administration (with California Standard Supervision

Credential) ..... M.S.

School and department sections of this catalogue give complete information on the programs.

Responsibility for the administration of Extended University programs at UCI rests with the Extended University Office, under the authority of the Dean of Special Programs. The Dean of Special Programs and the deans and directors of individual programs share responsibility for implementation of academic policies as they relate to Extended University programs.

A prospective part-time student must be fully matriculated to be admitted to one of the degree programs established in the Extended University, and it is expected that students will be working towards degrees on approximately a half-time basis.

## ADMISSIONS

Because there are a limited number of places in the Extended University programs, prospective applicants are asked to complete a preapplication form which will receive preliminary review by the faculty in the department offering the program. Preapplications can be obtained by writing to the Extended University Office, 256 Admin. Bldg., University of California, Irvine; Irvine, California 92664, and must be returned to the Extended University Office at least one month prior to the application deadline for the quarter for which students wish to apply formally. After the preapplication is reviewed, those students who appear to meet the criteria for admission to the program will be invited to make formal application.

A student in an Extended University program who wishes to become a full-time student must apply for admission as a full-time student. Admission to full-time status is not automatic and is subject to enrollment limitations and the academic requirements of the program to which the student is applying.

### **Undergraduate Admissions**

Undergraduate students are admitted to upper-division status only; applicants are expected to have completed the equivalent of lower-division work (eighty-four quarter or fifty-six semester units) with a grade point average of 2.0 or better of transferable credit from accredited colleges and universities in courses which are consistent with University of California curricula.

### **Graduate Admissions**

Prospective Extended University graduate students are required to meet the same admission requirements as full-time graduate applicants. The Graduate Division section and departmental information sections provide full details on these requirements.

### **Application Deadlines**

**Undergraduate** – July 1 for fall quarter; December 1 for winter quarter; February 15 for spring quarter. Enrollment limitations may necessitate closing application periods earlier than the deadlines indicated.

**Graduate** – July 1 for fall quarter; October 15 for winter quarter; January 15 for spring quarter. Enrollment limitations may necessitate closing application periods earlier than the deadlines indicated.

### **FEES**

Students enrolled in the Extended University pay one-half the Registration and Educational Fees and the full Associated Students Fee. If applicable, Nonresident Tuition Fee must also be paid at the rate of \$42 per unit per quarter.

Financial assistance is available to Extended University students who meet the University's financial need criteria.

All other fees, fines, penalties, or expenses are assessed in full for Extended University students; see Fees and Expenses section. The following exceptions are made:

#### **Student Health Service**

The cost of Student Health Service is not included in the reduced Extended University Registration Fee; however, these services may be obtained for an additional \$35 per quarter.

#### **Undergraduate Acceptance of Admission Fee**

This fee is waived for new Extended University undergraduate students.

#### **Fee Refunds**

New undergraduate Extended University students who have paid their

fees and then cancel their registration before the first day of instruction will forfeit the entire \$50 Registration Fee. Extended University students who withdraw from the University during the first five weeks of instruction will receive a refund of the Educational Fee and Non-resident Tuition Fee only, in accordance with the policy and schedule shown on page 83.

## REGISTRATION AND ENROLLMENT

Extended University students may pay registration fees and officially enroll in classes entirely by mail. A Schedule of Classes will be mailed with each quarter's registration materials.

Undergraduate and graduate students may enroll for a maximum of eight units per quarter at the reduced fee rate. Enrollments in excess of eight units require payment of additional fees in the amount of \$100 per quarter (\$50 Registration Fee; \$50 Educational Fee).

The Class Verification and Identification Cards will be sent by return mail.

Other registration information may be found on pages 76-80.

## ACADEMIC INFORMATION

Undergraduate and graduate students in Extended University programs are required to meet the same academic standards as full-time students. Students should refer to the Academic Regulations section and the Graduate Division section for information on academic standards.

### Normal Progress Towards the Degree

Students must complete a *minimum* of twelve units in a given twelve month period, in order to maintain normal progress towards the degree. No more than four units of Summer Session courses may be applied towards this requirement.

### Continuous Enrollment

Once enrolled in an Extended University program, a student is required to enroll in a *minimum* of four units of course work in each academic quarter thereafter.

*A graduate student who does not enroll each quarter and who wishes to maintain a place in the program must file a Leave of Absence request or shall be presumed to have left the program.*

## STUDENT AFFAIRS

Extended University students are entitled to all services of Student Affairs, with the exception of Student Health Service and on-campus housing. The Student Affairs section of this catalogue contains information on the range of services available.

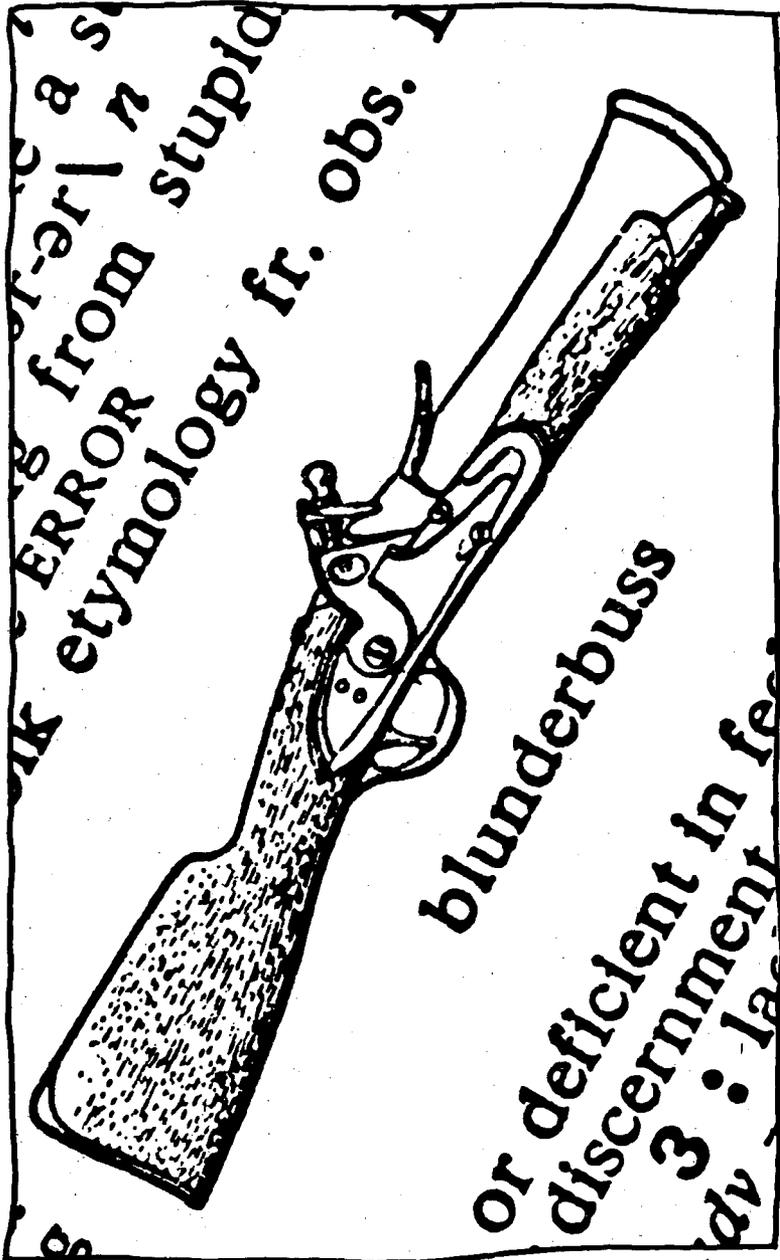
### Associated Students (ASUCI)

Extended University students are required to pay the full ASUCI fee and are entitled to all services and benefits of that organization.

# Graduate Division



*In spite of a leg injury suffered in Mexico, Junípero Serra, accompanied by the explorer Gaspar de Portola, traveled thousands of miles on foot in California.*



*Camping close to the Irvine campus, one of Portola's soldiers lost his gun. The area is now called after the Spanish name for blunderbuss, Trabuco.*

# Graduate Division

Jonas Schultz  
Dean

Graduate study is an integral part of the academic program at the University of California, Irvine. Programs leading to doctoral or master's degrees, or educational credentials, are offered in over thirty academic and professional areas. Although few years have passed since they were initiated, several graduate programs have already achieved national or international recognition for excellence and innovation. We believe there is a special atmosphere at UCI that springs from the challenge and excitement of participating in the development of new programs, as well as in the creation and assimilation of new knowledge. With the exception of programs conducted by the College of Medicine for the training of medical professionals, the general administration of graduate education is by the Dean of the Graduate Division in accordance with academic policies established by the Academic Senate, and by the Graduate Council, a standing committee of the Irvine Division of the Senate. There is no separate graduate faculty at UCI; all graduate work is supervised by academic units and faculties which have concurrent responsibility for undergraduate studies. Additional information about graduate programs, admission requirements, and student services is available in the annual Graduate Division bulletin *Admission to Graduate Study*.

## Master's Degrees

The Master of Arts (M.A.) or Master of Science (M.S.) degree is normally attained by one of two routes: Plan I, a thesis; or Plan II, a comprehensive examination. Both require a minimum of one year in residence, satisfactory completion of prescribed course work, and an appropriate demonstration of achievement. Plan I includes a minimum of seven courses (twenty-eight units), at least five (twenty units) of which must be at the graduate level, a thesis, and a general examination. Plan II requires at least nine courses (thirty-six units), including six (twenty-four units) or more at the graduate level, and a comprehensive examination covering a broad range of subject matter in the discipline. Some programs will have course requirements exceeding the minimums cited above, and may have additional or alternative degree requirements. Please refer to the description of the specific program for more information.

Master of Fine Arts (M.F.A.) degrees are awarded by the School of Fine Arts and by the Program in Writing (M.F.A. in English) upon successful completion of the equivalent of two years of full-time study with an emphasis upon creative expression and professional development. Special thesis or comprehensive examination requirements are established for these programs.

Master of Arts in Teaching (M.A.T.) degrees are now awarded in Biology, Comparative Culture, and Spanish. These programs are designed for the professional development of secondary school teachers and college instructors. A minimum of one year in residence is required, usually including Summer Session course work. A thesis project or other comparable evidence of professional attainment is part of each M.A.T. program.

Master's degrees are conferred at the end of the regular academic quarter in which all requirements for the degree have been completed, and the Graduate Council has given final approval. The student must be formally *advanced to candidacy* for the master's degree no later than the beginning of the quarter in which the degree is to be awarded.

### The Doctor of Philosophy

A Doctor of Philosophy (Ph.D.) degree is awarded on the basis of evidence that the recipient possesses knowledge of a broad field of learning and expert mastery of a particular sector of it. The research dissertation is expected to demonstrate critical judgment, intellectual synthesis, and imaginative creativity. The Doctor of Medicine (M.D.) degree, marking professional attainment, is awarded by the College of Medicine upon successful completion of the program in Medicine.

The candidate for the Ph.D. is expected to be in full-time residence for at least six regular academic quarters. Four to six years of full-time academic work beyond the bachelor's degree is typically required to complete the degree. At the end of the first year or so of full-time study, many programs give a preliminary examination on the student's mastery of fundamental knowledge in the discipline. Upon successfully demonstrating a high level of scholarship on this examination, the student will continue to a series of qualifying examinations which lead to formal advancement to candidacy for the Ph.D. A candidacy committee, nominated by the academic unit and appointed by the Dean of the Graduate Division, conducts the final candidacy examination and determines whether the student is ready to move into the dissertation phase. At this point, a dissertation committee (again, nominated by the academic unit and appointed by the Dean of the Graduate Division) supervises the student's program, approves the dissertation, and conducts the final oral examination. The member of the faculty under whose guidance the student does the dissertation serves as chairperson of the dissertation committee. Ph.D. degrees are conferred as of the last day of the regular academic quarter in which final approval is given by the Graduate Council.

### ADMISSION TO GRADUATE STANDING

Applicants for admission to the Graduate Division at UCI must concurrently apply for acceptance into a specific graduate program to work toward an advanced degree or California educational credential. A general requirement for admission is that the applicant hold the degree of Bachelor of Arts, Letters, Philosophy, or Science (or an acceptable equivalent) from a recognized academic institution. A grade average of

at least B (3.0 on a 4.0 scale) or better is normally required. Individual graduate programs may have special requirements for admission.

Each applicant's file is evaluated by both the Dean of the Graduate Division and the specific graduate program on the basis of such factors as academic subject preparation, scholarship, letters of recommendation, Graduate Record Examination scores, and examples of previous work. A critical question is whether the applicant's academic objectives can reasonably be satisfied by the graduate programs on this campus. The University of California does not have the capacity to accommodate all applicants who meet the minimal admission requirements.

## How to Apply

Application forms, and the annual bulletin *Admission to Graduate Study* giving application deadlines for each program, are available from the Graduate Division, University of California, Irvine; Irvine, California 92664. For fall quarter admission, application by February 1 is strongly encouraged even though applications are accepted past that date for many programs. Some academic units will accept applications for winter or spring quarter admission, for which the deadlines are October 15 and January 15, respectively. Two complete sets of official records covering all postsecondary academic work attempted, regardless of length of attendance, are required. These must include official evidence of degrees conferred from all institutions of college level. To be official, records must bear the Registrar's signature and the seal of the issuing institution, and should be sent directly from the Registrar to the Graduate Division. University of California transcripts must be requested by the applicant, including those who are UCI undergraduates. A summary of credit transferred and recorded on the transcript record issued by the institution granting the degree will not suffice, except in the case of graduates of the University of California. In the absence of official records and official evidence of graduation or degree, final admission cannot be granted nor registration permitted. One set of transcripts and all other credentials are retained by the Graduate Division, and they may not be withdrawn and used by students for any purpose. The second set is forwarded to the appropriate unit, retained there, and may be used by the student in conferring with faculty advisors.

The application must be accompanied by a \$20 application fee in the form of a check, draft, or money order for the exact amount and made payable to The Regents of the University of California. In order to process applications in time for the scheduled registration days, it is necessary that complete and official transcripts be received before the published deadlines. Where students have work in progress at the deadline dates, final transcripts covering such work must be received before final registration can be permitted.

## Admission of Foreign Students

Foreign students must meet the same requirements for admission and candidacy as students from the United States. As it normally takes

much longer to obtain credentials and process foreign applications, foreign students are urged to apply at least six months prior to the deadline dates. Every foreign student from a non-English speaking country must take the TOEFL (Test of English as a Foreign Language) examination. Further information on this requirement and other provisions for foreign students may be obtained on request from the Graduate Division.

### LIMITED STATUS

Under certain conditions, students holding a bachelor's degree are admitted to Limited Status in order to pursue specifically approved educational objectives. Although Limited Status does not represent graduate standing, admission is by the Graduate Division upon the recommendation of an academic unit which has agreed to oversee the student's program. Such students may enroll in graduate courses with the permission of the instructor. Credit for courses completed while in Limited Status will not be counted toward a graduate degree. While in Limited Status, students may take courses to improve their preparation for a graduate program, but grades assigned will not be used to improve overall grade point averages for the purpose of meeting minimum graduate admission requirements.



*Mexican revolutionists under Augustin Iturbide achieved independence from Spain in 1821.*

## **INTERCAMPUS EXCHANGE PROGRAM FOR GRADUATE STUDENTS**

A graduate student in good standing on any campus of the University who wishes to take advantage of educational opportunities available only at another campus of the University may become an Intercampus Exchange Graduate Student for one or more quarters. This program will also permit students to take courses on more than one campus of the University in the same quarter. Approval of the faculty advisor, the Dean of the Graduate Division of the home campus, and the Dean of the Graduate Division on the campus visited is required. Application forms for the Intercampus Exchange Program for Graduate Students may be obtained from the Office of the Dean of the Graduate Division on the student's home campus. Application should be made at least three weeks before the beginning of the quarter.

## **ACADEMIC POLICIES**

The academic policies described in this section apply to students enrolled in the Graduate Division. Other regulations and procedures of importance to graduate students are covered by the sections entitled Academic Regulations (pages 33-40), Registration Procedures (pages 76-80), and in the description of each graduate program.

## **Scholastic Requirements**

A graduate student is expected to make satisfactory progress toward a specific academic objective, as defined by the faculty of the program in accordance with policies of the Graduate Council, and to maintain a satisfactory grade point average for all work undertaken while enrolled in the Graduate Division. A grade point average below the B level (3.0 on a 4.0 scale) is not satisfactory, and a student whose GPA is below that level is not eligible for any academic appointment, such as Reader, Research Assistant, or Teaching Assistant, and may not hold a fellowship or other award which is based upon academic merit. After reviewing the recommendation of the student's academic unit, the Dean of the Graduate Division may dismiss a student who fails to make satisfactory progress, or whose overall grade point average is below 3.0.

## **Continuous Registration**

A candidate for a higher degree is required to register for each regular academic session (fall, winter, and spring quarters) until all degree requirements are completed, including the thesis or dissertation, and final examination. Unless granted an official leave of absence, a graduate student who does not complete registration for any quarter (except Summer Session) will be presumed to have withdrawn from the University. A student who wishes to withdraw after paying registration fees for that quarter must obtain formal approval. Otherwise, nonpassing grades will be assigned for all courses in which the student has been enrolled. See page 80.

## Academic Residence

A graduate student is considered to be in residence during an academic quarter if the student registers and completes at least four units of academic credit in graduate or undergraduate courses. Full-time residence is defined as the completion of the equivalent of at least twelve units of academic credit per quarter, or eight units in combination with service as a Research or Teaching Assistant.

## Part-Time Study

With the approval of the academic unit and the Dean of the Graduate Division, a graduate student may enroll for fewer units of academic credit than required for full-time residence. However, unless admitted as an *Extended University student*, payment of all regular student fees is required regardless of the number of units of credit earned. Students not in full-time residence are ineligible for certain fellowship and assistantship awards. Satisfactory progress toward completion of the academic program is required of all students.

## Course Load Limitations

Academic regulations provide that a graduate student may not ordinarily receive credit for more than twelve units per quarter in graduate courses, or sixteen units in upper-division courses, or a proportionate number in combination. Course loads in excess of sixteen units (exclusive of units in physical education) must be approved by both the student's faculty advisor and the Dean of the Graduate Division. Extended University graduate students are limited to eight units of academic credit per quarter.

## Filing of Dissertation or Thesis

After a dissertation or thesis has been approved by the faculty committee appointed for that purpose, the final requirement is that a copy of the dissertation (two copies of a Master's thesis) must be filed with the University Library. The final copy must meet the University's requirements for style, format, and appearance before the degree can be conferred. Dissertations filed later than thirty days before the end of an academic quarter *ordinarily cannot be reviewed and accepted in time to confer the degree during that quarter.*

If all requirements for a degree have been finished prior to the start of the quarter, except for the submission of the final version of the dissertation or thesis, or the completion of a final oral or comprehensive examination, a student may be eligible to pay a Filing Fee of \$50 in lieu of registration. The student who does so may not make use of any University resource or receive any student service for which official residency is a requirement. Unless the student is on a formal leave of absence, the deadline for payment of the Filing Fee without an additional late service fee is the same as that for the payment of other registration fees.

## Leave of Absence

A leave of absence of no more than one year's duration may be granted by the Dean of the Graduate Division upon the approval of the student's academic unit, subject to the following guidelines:

1. The student must have satisfactorily completed at least one quarter in residence and be in good academic standing. The leave must be consonant with the student's academic objectives.
2. Reasons for which leave is often approved are: (a) serious illness or other temporary disability; (b) enrollment at another educational institution; (c) independent, unsupervised study; (d) concentration upon an occupation not directly related to the student's academic program; or (e) temporary interruption of the student's academic program for other appropriate reasons.
3. While on leave, the student cannot receive assistance from a University fellowship, research grant, or financial aid program, and may not hold an academic appointment as a student assistant. A student may not take qualifying examinations for advancement to candidacy or receive academic credit for work done during the leave period (except by transfer of credit from another institution).
4. A student failing to complete registration for the regular academic session following the expiration of leave will be presumed to have withdrawn from the University, except that the student may take final examinations (oral or comprehensive) and file a thesis or dissertation by paying the prescribed Filing Fee in lieu of registration.

## Readmission

A student who previously withdrew from the University, or who failed to meet the continuous registration requirement, may request readmission to the Graduate Division by submitting an Application for Readmission with a \$20 fee. Readmission may be granted by the Dean of the Graduate Division, when recommended by the academic unit, subject to such conditions as may be considered appropriate to the circumstances. As a condition of readmission, a student may be required to satisfy certain requirements a second time, possibly including formal advancement to candidacy. A readmitted student will be expected to complete at least one regular academic quarter in residence before a degree will be conferred.

## Transfers of Academic Credit

After admission to the Graduate Division, up to one-fifth of the minimum course requirement for a master's degree may be allowed for comparable graduate work done at another institution of recognized standing. Up to one-half the courses required for the master's degree may be accepted from another Graduate Division of the University of California. The acceptance of academic credit earned in another program must be recommended by the academic unit to which the student has been admitted, and approved by the Dean of the Graduate Division.

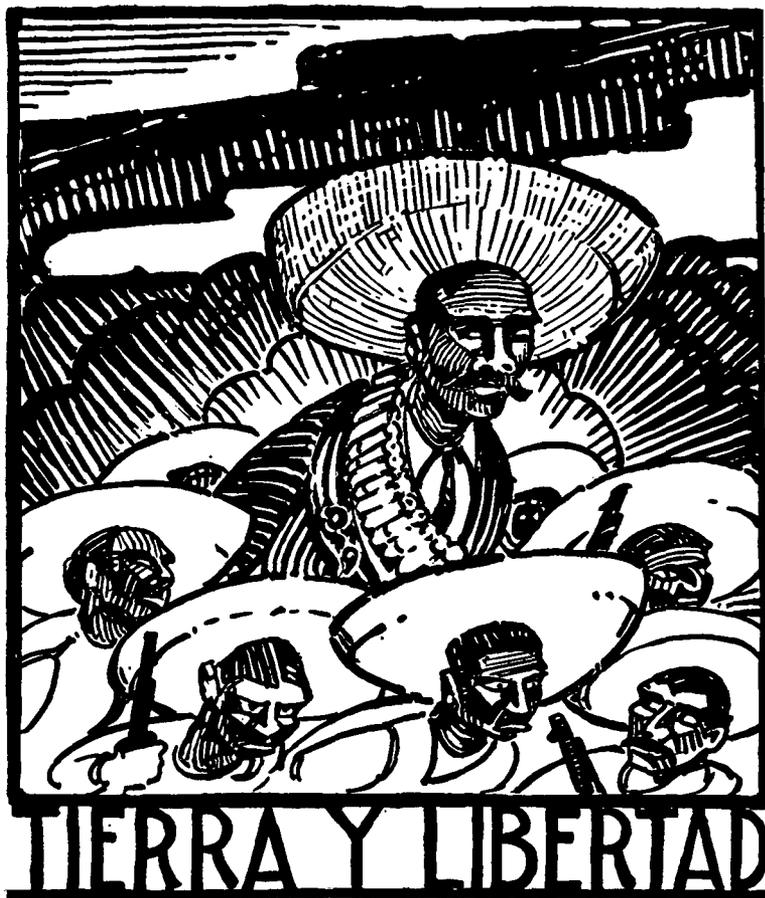
A student admitted to the Graduate Division for the fall quarter will receive full credit for courses taken in the preceding UCI Summer Session(s), provided that the formal date of admission precedes Summer Session enrollment. Continuing graduate students will receive credit for courses taken in an intervening Summer Session.

### FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

The University administers a number of support programs for graduate students. These include fellowships, teaching and research assistantships, grants-in-aid, student loans, work-study, and tuition fellowships for nonresident students. Student assistantships and University fellowships are awarded on the basis of recommendations initiated by the student's academic unit, and require satisfactory scholarship and full-time residence. Students applying for admission should indicate at the same time their desire to be considered for these awards. Continuing students should contact the Graduate Advisor for their program. Most awards are made in April or May of the preceding academic year. The Graduate Division provides information and assistance to students who wish to apply for fellowships from federal agencies, foundations, and other non-University sources. Grants for doctoral research from the Chancellor's Patent Fund are also administered by the Graduate Division. The Financial Aid Office makes awards which are based strictly upon financial need, including grants, loans, and work-study awards.



# Admissions, Registration, and Fees



*"Tierra y Libertad," the cry of the Mexican Revolution against Spain.*



*Major Frémont and Kit Carson sailed down the coast during the Mexican War, and would have had a nice view of Saddleback had they been able to look up from the rail; but as Frémont said, "We were all too low in our minds." Carson vowed never to board another ship "as long as mules have backs."*

# Undergraduate Admissions

The University's undergraduate admission requirements, which are the same on all campuses, are based on two principles: The best predictor of success in the University is high scholarship in previous work, and the study of certain subjects in high school gives a student good preparation for University work.

## Applying for Admission

To apply for admission to the University as an undergraduate, request an application form from the counseling office of any California high school or community college, or from any University of California Admissions Office. Submit your completed application and related materials to the Admissions Office on the campus where you wish to enroll *on or after* the appropriate date below:

Winter quarter, 1976	July 1, 1975
Spring quarter, 1976	October 1, 1975
Fall quarter, 1976	November 1, 1975
Winter quarter, 1977	July 1, 1976
Spring quarter, 1977	October 1, 1976

All campuses observe these dates for the beginning of application filing and will accept for consideration all applications filed during the first month of the filing period. After the first month the closing deadline will vary from campus to campus. Once enrollment quotas have been filled, additional applications cannot be accepted and will be redirected to another University campus where enrollments are still open.

Through its redirection program, the University has been able in the past to assure that each qualified applicant is offered admission to one of the University campuses.

## Application Fee

There is a *nonrefundable* fee of \$20 for filing an application for admission. Make your check or money order payable to The Regents of the University of California and attach it to your application form.

## Duplicate Applications

Only one application for the University of California is permissible, and it entitles you to attend the campus of your choice if there is space available. Fees submitted with duplicate applications will not be refunded.

## Change of Campus

If, after you have applied for admission, your plans change and you prefer to attend a different campus of the University, you should write

to the Director of Admissions, 570 University Hall, Berkeley, California 94720. In your letter indicate the new campus you wish to attend, and give your reasons for the change. Your application will be transferred to that campus if enrollment is open, but you will receive a new admissions priority assignment based on the date on which you made your request for the change.

### **Transcripts**

All applicants are responsible for requesting that the high schools from which they graduated and each college attended send official transcripts of work promptly to the Office of Admissions where the application is filed.

If you are applying for admission as a freshman, ask your high school to submit a preliminary transcript showing your work through the junior year. The transcript also should list the courses you are now taking and those you plan to take. You must also arrange for a final transcript that includes your courses and grades for the senior year and a statement of graduation. If you have completed any college courses before or at the time of graduation, a transcript of your record from the last college attended is required.

If you are applying for admission in advanced standing, have your graduating high school send a transcript of your record immediately to the Office of Admissions, which will also need a transcript from each college you have attended. A preliminary transcript from your present college should list the courses you are now taking and those you plan to take before transfer.

If you attend any other schools or colleges after your application to the University has been filed, your work there is considered to be part of your record and must be reported to the Office of Admissions.

The transcript and other documents that you submit as part of your application become the property of the University; they cannot be returned to you or forwarded in any form to another college or university.

### **Notification of Admission**

Candidates for the fall quarter will be notified whether their applications have been retained for consideration by their first choice campus, or redirected, by February 15. Most candidates who applied early in the filing period will receive notice of their admissibility by April 15. (There are similar notification periods for other quarters.) Delays will occur if required records have not been received by the Office of Admissions. Since each application is considered individually, the length of time before notification is subject to some variation depending upon the unique circumstances of each applicant.

If offered admission by the University, you will be asked to sign and return a Statement of Intention to Register, accompanied by a nonrefundable fee of \$50. This amount will be applied toward payment of

your University fees, provided you register in the quarter to which you have been admitted.

*Admission to the University is not an assurance of financial aid nor does it guarantee assignment to University housing. Separate applications are required of applicants desiring financial aid or University housing, and receipt of communications from the Financial Aid or Housing Office does not imply that eligibility for admission has been established.*

## Re-Application

An application for admission is effective only for the quarter for which it is submitted. If you are not eligible for admission, or if you are admitted and do not register, you must file a new application and the required fee if you wish to be admitted to another quarter. The new application will be considered in light of the admission requirements in effect and the space available on the campus.

## ADMISSION TO FRESHMAN STANDING

The University defines a "freshman applicant" as a student who has graduated from high school and has not enrolled in a regular session of any collegiate-level institution. Summer sessions are excluded in the determination.

Advanced standing credit will be granted for an acceptable college course taken while still in high school if completed after the tenth grade and if reported on a valid transcript issued by the college or junior college which conducted the course.

## Requirements for Non-California Residents

The freshman applicant who does not claim California residency must: (1) graduate from a regionally accredited high school; (2) complete satisfactorily the "a through f" sequence of subject requirements listed below under requirements for California residents; (3) earn a grade point average of at least 3.4 (B-plus) on the courses used to meet the subject requirements; (4) submit five test scores from the College Entrance Examination Board: Scholastic Aptitude Test — Verbal and Mathematics, and three Achievement Tests: English Composition; Social Science or Foreign Language; Science or Mathematics.

## Requirements for California Residents

To be eligible for admission to the University as a freshman you must meet the Subject Requirement, the Scholarship Requirement, and the Examination Requirement, which are described below.

### Subject ("a through f") Requirement

You must complete certain high school subjects with at least a grade of C in each semester of each course. If you are a graduate of a California high school, these courses must appear on a list that your high school principal has certified meet the course descriptions below and has

placed on file with the Director of Admissions. If you are a graduate of an out-of-state high school, the Office of Admissions will determine if your courses are equivalent.

- a. History, one year: One year of United States history, or one-half year of United States history and one-half year of civics or American government.
- b. English, three years: Composition, literature, oral expression.
- c. Mathematics, two years: Elementary algebra, geometry, intermediate and advanced algebra, trigonometry, calculus, elementary function, matrix algebra, probability, statistics, or courses combining these subjects. Nonacademic courses such as arithmetic and business mathematics may not be used.
- d. Laboratory Science, one year: One laboratory science, taken in the tenth, eleventh, or twelfth grade.
- e. Foreign Language, two years: Any one foreign language with a written literature may be used.
- f. Advanced Course, one or two years, satisfied by one of the following:

Mathematics: A total of one year of advanced mathematics — intermediate algebra, trigonometry, or other comparable mathematics courses.

Foreign Language: Either an additional year in the same language used for “e” above or two years of a second foreign language.

Science: A year course in any laboratory science completed subsequent to the laboratory science used for “d” above.

Elective Courses: The subjects listed above will account for ten to eleven of the fifteen high school credits required for admission to the University. A year course in high school is equivalent to one credit. The remaining credits provide an excellent opportunity for you to broaden your preparation for University work by taking elective courses in areas other than those in which you have concentrated.

### Scholarship Requirement

Not only must you earn at least a C in each of the courses required for admission, you must also earn an overall average of B in those on the list which you take after the ninth grade.

In determining the required B average, the University will use a semester grade of A in one course to balance a semester grade of C in another. Grades you received in courses taken in the ninth grade or earlier are not used in determining your scholarship average. The grades that appear on your official high school transcript, including those earned in accelerated and advanced courses, are the grades the University will use

in evaluating your record. Grades are counted on a semester basis unless a school gives only year grades.

You may repeat up to a total of two semester courses in which you received a grade of D or lower in order to meet the subject and scholarship requirements. The grades you earn in repeated courses, however, will not be counted higher than C in determining your scholarship average. If the courses you repeat were taken before the ninth grade, they will be treated as if you were taking them for the first time.

### **Examination Requirement**

All freshman applicants must submit scores from the College Entrance Examination Board tests listed below. If you are applying for admission to the fall quarter, you should take the tests no later than January of your senior year. The following tests are required:

1. Scholastic Aptitude Test (the verbal and mathematics scores you submit from this test must be from the same sitting).
2. Three Achievement Tests, which must include (a) English Composition, (b) one from among the social studies or one from among the foreign languages, and (c) one from mathematics or one from among the sciences.

If you are a California resident and your scholarship average in the required high school subjects is from 3.0 to 3.09 inclusive, you must earn a total score of 2,500 or higher in these five tests. If your scholarship average is 3.10 or above, these test scores will not be used to determine your eligibility. However, scores must be submitted by all applicants to assist in counseling, guidance, and placement, and when possible, to satisfy the Subject A requirement.

### **Admission by Examination Alone**

If you do not meet the scholarship and subject requirements for admission, you may be able to qualify for admission as a freshman by examination alone. To do so, you must take the same CEEB tests discussed previously but must earn higher scores. The required total score on the Scholastic Aptitude Test is 1,100. You must earn at least 500 on each Achievement Test with a total Achievement Test score of at least 1,650, or at least 1,730 if a nonresident of California.

### **Examination Arrangements**

Make arrangements to take the required tests with the Educational Testing Service, P.O. Box 1025, Berkeley, California 94701, or P.O. Box 592, Princeton, New Jersey 08540. (Test fees should be paid to the Educational Testing Service, not the University.) Your test scores will be regarded as official only if they are reported directly to the Admissions Office by the Educational Testing Service. Also, your final notification of admission cannot be released until your scores from the CEEB tests have been received by the Office of Admissions.

In 1975-76 SAT and Achievement Tests will be offered concurrently on the following Saturday mornings:

November 1, 1975

December 6, 1975

January 24, 1976

April 3, 1976

June 5, 1976

In California and Texas, a special administration of the SAT *only* will be offered on October 11, 1975.

Each of the six Saturday administrations will be followed by a Sunday administration for students who prefer for religious reasons to take the tests on Sunday. The Achievement Tests in European History and World Cultures, Hebrew, Latin, and Russian will be offered only at the December administrations. Test centers outside the United States, the District of Columbia, and Puerto Rico will be opened for the December, January, and April administrations.

### **Subject A Requirement**

The University requires every undergraduate student to demonstrate an appropriate level of ability in English composition. This requirement is known as Subject A. See page 28.

### **ADMISSION TO THE EARLY ADMISSION EXPERIMENTAL PROGRAM (EAXP)**

The opportunity to enroll in a University course concurrent with the senior year of high school is available to certain recommended students. Enrollment is limited; high school students wishing more information about the program should contact the Office of Admissions or their high school counselors.

### **ADMISSION IN ADVANCED STANDING**

The University defines an "advanced standing applicant" as one who, after high school, has been a registered student in another college or university or in college-level extension classes other than a summer session immediately following high school graduation. An advanced standing applicant may not disregard a college record and apply for admission as a freshman.

If you are a nonresident applicant, you must meet the requirements listed below in addition to those described at the end of this section.

### **Advanced Standing Admission Requirements**

The requirements for admission in advanced standing vary according to your high school record. If you have completed less than twelve quarter or semester units of transferable college credit since high school graduation, you must also satisfy the examination requirement for freshman applicants.

The transcript you submit from the last college you attended must show, as a minimum, that you were in good standing and that you had earned a grade point average\* of 2.0 or better. If your grade point average fell below 2.0 at any one college you attended, you may have to meet additional requirements in order to qualify for admission.

As an advanced standing applicant you must also meet one of the following conditions:

1. If you were eligible for admission to the University as a freshman, you may be admitted in advanced standing at any time with an overall grade point average of 2.0 or better in another college or university.
2. If you were not eligible for admission as a freshman only because you had not studied one or more of the required high school subjects, you may be admitted after you have:
  - a. established an overall grade point average of 2.0 or better in another college or university,
  - b. completed, with a grade of C or better, appropriate college courses in the high school subjects that you lacked, and
  - c. completed twelve or more quarter or semester units of transferable college credit since high school graduation or have successfully passed the CEEB tests required of freshman applicants.
3. If you were ineligible for admission to the University as a freshman because of low scholarship or a combination of low scholarship and a lack of required subjects (see p. 63), you may be admitted after you have earned a grade point average of 2.0 or better in at least eighty-four quarter units (fifty-six semester units) of college credit in courses accepted by the University for transfer.

### Nonresident Advanced Standing Applicant

In addition to meeting the regular requirements for admission in advanced standing, a nonresident of California must also have a grade point average of 2.8 or higher in the college courses that are accepted by the University for transfer credit.

Nonresident applicants lacking any of the required subjects in high school must complete college courses in those subjects with a grade of C or higher. A nonresident applicant who graduated from high school

---

\*Your grade point average is determined by dividing the total number of acceptable units you have attempted into the number of grade points you earned on those units. You may repeat courses that you completed with a grade lower than C up to a maximum of sixteen quarter units without penalty.

The scholarship standard is expressed by a system of grade points and grade point averages earned in courses accepted by the University for advanced standing credit. Grade points are assigned as follows: for each unit of A, 4 points; B, 3 points; C, 2 points; D, 1 point; I and F, no points.

with less than a 3.4 grade point average in the subjects required for freshman admission must have completed at least eighty-four quarter units (fifty-six semester units) of transferable work with a grade point average of 2.8 or higher. Upon successful completion of that work two units of the required high school subjects may be waived.

### **ADMISSION TO LIMITED STATUS**

Limited students are those with a Bachelor's degree who are admitted to the University for the purpose of completing a specified program of courses required for admission to graduate status. See Graduate Division section, page 51.

### **ADMISSION FOR A SECOND BACHELOR'S DEGREE**

Some students may wish to obtain a second Bachelor's degree. Admission as a candidate for a second Bachelor's degree requires that the applicant be fully eligible for admission to the University and have strong promise of academic success in the new area. All such admissions are subject to the approval of the dean or director of the appropriate School or Program in which the second degree will be earned.

### **ADMISSION OF FOREIGN STUDENTS**

The credentials of an applicant for admission from another country in either undergraduate or graduate status are evaluated in accordance with the general regulations governing admission. The completed application, official certificates, Confidential Financial Statement, and detailed transcripts of record should be submitted to the Office of Admissions several months in advance of the opening of the quarter in which the applicant hopes to gain admittance. Please write the Foreign Student Evaluator or Evaluations Supervisor in the Office of Admissions for complete details.

### **PREPARING FOR THE UNIVERSITY**

Specific high school subjects are required for admission to the University, whether you are applying as a freshman or in advanced standing. In addition, other preparatory subjects are strongly recommended for many University programs in order to give students the needed background in their chosen fields of study. The lack of a recommended high school subject may delay a student's graduation from the University.

You will find details about these recommendations in *Prerequisites and Recommended Subjects*, a University publication sent each year to high school and college counselors.

### **Advanced Placement**

The Advanced Placement Examinations of the College Entrance Examination Board are taken, usually during the senior year, in conjunction with courses taken in high school. You will receive ten quarter units of University credit for each examination (except Latin examinations which earn five quarter units each) in which you earn a score of 5, 4, or 3. These credits will apply toward the total required for graduation

from the University. Information about specific application of Advanced Placement toward subject credit may be obtained from the Office of Relations with Schools.

### **Credit from Another College**

The University gives unit credit to transfer students for courses they have completed in other accredited colleges or universities. To be accepted for credit, the courses must be consistent with those offered by the University.

If an applicant has taken courses at another college or university, the Office of Admissions will determine if the courses are acceptable for University credit. The application of credit earned in courses toward the requirements for a University degree will be determined by the faculty of the school or college in which the applicant plans to enroll.

### **PLANNING FOR TRANSFER TO UCI**

The University is committed to serve as fully as possible the educational needs of students who transfer from other California collegiate institutions. The principles covering transferability of unit credit and course credit are explained below and, unless otherwise indicated, are much the same whether transfer is from a two-year or a four-year institution. Information regarding eligibility for transfer may be found above in the section on Admission in Advanced Standing.

### **Unit Credit for Work Taken Elsewhere**

The University of California grants unit credit for courses completed in other accredited colleges and universities when such courses are consistent with the functions of the University as set forth in the Master Plan for Higher Education in California. Equivalent advanced standing credit from institutions on the semester calendar may be determined at a ratio of one semester unit to one-and-one-half quarter units. (To graduate from UCI 180 quarter units, equivalent to forty-five UCI quarter courses, are needed.)

### **California Community (Junior) Colleges**

Students may find it advantageous or necessary to complete the first two years of a University of California undergraduate program at one of the California Community Colleges, which are an integral part of the state's system of higher education. High school graduates who cannot be accommodated at their first campus preference may choose to attend a community college and transfer to their preferred University campus at a later time. A student may earn a maximum of 105 quarter units (70 semester units) toward a University degree in a community college. No further unit credit may be transferred from a community college, although subject credit for courses taken will still be granted.

Students anticipating transfer to UCI are urged to consult with their community college counselors as to the acceptability of course work in the University. In addition, they should familiarize themselves with the

course numbering scheme of the community college catalogue, since the course numbers usually reflect the transferability of courses.

#### **Four-Year Institutions**

Unit credit is granted for courses consistent with the University of California's functions and which have been completed in colleges or universities accredited by the appropriate agencies.

#### **University of California Extension**

Course numbers prefixed by XB, XD, XI, XL, XR, XSB, and XSC are granted credit toward the Bachelor's degree on the same basis as courses taken in residence at any accredited collegiate institution. Decisions regarding the acceptability of extension courses taken in institutions other than the University of California rest with the Office of Admissions. Decisions regarding the applicability of such courses toward specific degrees and majors rest with the respective faculties.

#### **College Level Examination Program (CLEP)**

Ten quarter units are granted for each *area* examination in Social Science/History, Natural Science, and Humanities passed with a score of 500 or better.

The amount of credit granted for each *subject* examination passed with a score of 50 or better will be based on the scope of the material covered and transferability as determined by the Office of Admissions.

#### **Course Credit for Work Taken Elsewhere**

The policies above refer only to the unit transferability of courses and are uniformly implemented on all campuses of the University. Thus, courses which are determined by the University of California to be transferable are assured only of being granted elective course credit. The application of transfer work to specific course and major requirements is determined on each campus.

The Irvine campus makes every effort to eliminate all barriers to orderly progress from California community colleges into its own programs. To this end, many community colleges have entered into articulation agreements with UCI so that the specific application of their courses to UCI's University, school, and departmental major requirements may be readily communicated to prospective transfer students. Consult your community college counselor. You may also contact the Office of Relations with Schools for specific information on planning a program for transfer.

The University of California bulletin *Prerequisites and Recommended Subjects* should also be consulted for planning the lower-division course of study for all programs offered on the campuses of the University of California.

## Course Requirements

Course requirements at UCI are in four categories: University of California, UCI, school, and departmental. Courses not specifically applicable to these are considered to be electives. See page 28 for a complete description of these requirements.

### University of California Requirements

**Subject A.** Among the means of meeting this requirement is the completion of an acceptable four-quarter-unit or three-semester-unit transfer course in English composition with a grade of C or better.

**The American History and Institutions Requirement.** This requirement may be met by completing in high school one year of U.S. history or one semester of U.S. history and one semester of U.S. government with a grade of at least C, or upon certification by another California collegiate institution.

### UCI Requirements

**Breadth Requirement.** The breadth requirement may be satisfied by courses appropriate to UCI offerings and may be met at any time during the undergraduate years. Transfer students should not feel that these must necessarily be completed in the lower division.

Students who transfer from a four-year institution and who have completed the general breadth requirements of that college will be considered to have met the total breadth requirement of UCI. Students who transfer from a community college and who have met the general breadth requirements of any campus of the University of California prior to transfer will also be regarded as having met the breadth requirement. Students who, upon transfer, have not completed whatever breadth requirements may have been in progress for another campus of the University of California, may elect to complete at UCI either that program or the UCI breadth distribution.

The courses and descriptions listed elsewhere in this catalogue may be used by prospective transfer students as a guide for selecting courses of similar content and purpose in their own institutions. However, it is strongly advised that they consult with their counselors to verify the transferability of such courses and their applicability to the breadth requirement. No student who has taken a course which is accepted for credit by the Director of Admissions and University Registrar and which has been determined by a community college as acceptable toward completion of the breadth requirement shall incur any loss of credit in satisfaction of the requirement.

### School Requirements

Since school requirements occasionally cross school lines (e.g., physical science requirements for all majors in the School of Biological Sciences), courses taken to fulfill a school requirement may at the same time be applicable toward the University breadth requirement. Also,

courses taken to fulfill a departmental major requirement may, at the same time, fulfill a school requirement or the University breadth requirement (see p. 29).

Although course equivalencies for the breadth requirement are liberally interpreted for purposes of transfer, courses to be applied toward school and departmental major requirements must be more precisely equated with UCI courses in unit value and in content. Generally speaking, it is advisable for students to satisfy as fully as possible the requirements of their intended UCI school prior to transfer.

### **Departmental Major Requirements**

Courses to be applied toward departmental major requirements must be more precisely equated with UCI courses in content and purpose than is the case with courses applicable to the breadth requirement (see p. 29 and departmental sections). Prospective transfer students should consult with their counselors as to the applicability of courses toward UCI departmental requirements.

Prospective transfer students should address specific inquiries about their programs to the respective schools or departments at UCI. Community colleges wishing to clarify the status of transfer courses should consult with the Office of Relations with Schools at Irvine or at the University of California campus closest to them.

## **ADDITIONAL POLICIES RELATING TO ADMISSIONS**

### **Nonresident Tuition Fee**

*The following statement was provided by the Office of the Attorney in Residence Matters.*

Students who have not been residents of California for more than one year immediately prior to the residence determination date for each term in which they propose to attend the University are charged, along with other fees, a nonresident tuition fee of \$500 for the quarter or \$750 for the semester. The residence determination date is the day instruction begins at the last of the University of California campuses to open for the quarter, and for schools on the semester system, the day instruction begins for the semester.

#### **General**

California residence is established by an adult who has relinquished his or her prior residence and is physically present within the state with the intent to make California the permanent home. California residence must be established for more than one year prior to the term for which resident classification is requested. Indicia of California residence include, but are not limited to: registering and voting in California elections; designating California as the permanent address on all school and employment records, including military records if one is in the military service; obtaining a California I.D. card or drivers license; obtaining

California vehicle registration; paying California income taxes as a resident; establishing an abode where one's permanent belongings are kept; licensing for professional practice in California, etc. Conduct inconsistent with the claim of California residence includes, but is not necessarily limited to: maintaining voter registration and voting in person or by absentee in another state; obtaining a divorce in another state; attending an out-of-state institution as a resident; obtaining a loan requiring residence in another state; maintaining out-of-state drivers license and vehicle registration, etc.

A student who is within California for educational purposes only does not gain the status of resident regardless of the length of his or her stay in California.

The residence of the parent with whom an unmarried minor (under age eighteen) child maintains his or her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent his or her residence is that of the parent with whom he or she maintained his or her last place of abode. The minor may establish his or her residence when both parents are deceased and a legal guardian has not been appointed. The residence of an unmarried minor who has a parent living cannot be changed by his or her own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.

A man or a woman establishes his or her residence. A woman's residence shall not be derivative from that of her husband, or vice versa.

### Exceptions

1. A student who remains in this state after his or her parent, who was theretofore domiciled in California for at least one year prior to leaving and has, during the student's minority and within one year immediately prior to the residence determination date, established residence elsewhere, shall be entitled to resident classification until the student has attained the age of majority and has resided in the state the minimum time necessary to become a resident so long as, once enrolled, he or she maintains continuous attendance at an institution.
2. Nonresident students who are minors or 18 years of age and can evidence that they have been totally self-supporting through employment and actually present within California for the entire year immediately prior to the residence determination date and have evidenced the intent to make California their permanent home may be eligible for resident status.
3. A student shall be entitled to resident classification if immediately prior to the residence determination date he or she has lived with and been under the continuous direct care and control of any adult or adults other than a parent for not less than two years, provided that the adult or adults having such control have been California residents during the year immediately prior to the residence deter-

mination date. This exception continues until the student has resided in the state the minimum time necessary to become a resident student, so long as continuous attendance is maintained at an institution.

4. Exemption from payment of the nonresident tuition fee is available to the natural or adopted child, stepchild or spouse who is a dependent of a member of the United States military stationed in California on active duty. Such resident classification may be maintained until the student has resided in California the minimum time necessary to become a resident. If a student is enrolled in an institution and the member of the military is transferred on military orders to a place outside the United States immediately after having been on active duty in California, the student is entitled to retain resident classification under conditions set forth above.
5. A student who is a member of the United States military stationed in California on active duty, except a member of the military assigned for educational purposes to a state-supported institution of higher education, shall be entitled to resident classification until he or she has resided in the state the minimum time necessary to become a resident.
6. A student who is an adult alien is entitled to resident classification if the student has been lawfully admitted to the United States for permanent residence in accordance with all applicable provisions of the laws of the United States and has thereafter established and maintained residence in California for more than one year immediately prior to the residence determination date.
7. A student who is a minor alien shall be entitled to resident classification if the student and the parent from whom residence is derived have been lawfully admitted to the United States for permanent residence, provided that the parent has had residence in California for more than one year after acquiring a permanent resident visa prior to the residence determination date for the term.
8. Children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, may be entitled to resident status.

---

New and returning students are required to complete a Statement of Legal Residence. The student's status is determined by the Attorney in Residence Matters' Deputy who is located in the Registrar's Office.

The student is cautioned that this summation is not a complete explanation of the law regarding residence. The student should also note that changes may have been made in the rate of nonresident tuition and the residence requirements between the time this catalogue statement is published and the relevant residence determination date. Regulations

have been adopted by The Regents, a copy of which is available for inspection in the Registrar's Office of the campus.

Those classified incorrectly as residents are subject to reclassification as nonresidents and payment of all nonresident fees. If incorrect classification results from false or concealed facts, the student is subject to University discipline and is required to pay all fees he or she would have been charged as a nonresident. Resident students who become nonresidents must immediately notify the Attorney in Residence Matters' Deputy.

Inquiries from prospective students regarding residence requirements for tuition purposes should be directed to the Attorney in Residence Matters, 590 University Hall, 2200 University Avenue, Berkeley, California 94720. No other University personnel are authorized to supply information relative to residence requirements for tuition purposes. Any student, following a final decision on residence classification by the Residence Deputy, may make written appeal to the Attorney in Residence Matters at the above address within 120 days after notification of the final decision by the Residence Deputy.

### **Medical and Physical Examinations**

All new students are required to have a completed medical examination performed by their own physicians within ninety days of enrollment. Immunizations are available at the Student Health Service during Student Orientation Week. In a few specialized curricula, students may be required to have additional examinations and supplemental immunizations which will be performed by the Student Health Service.

Students returning to the University after an absence of two or more quarters are required to have a health clearance by the Student Health Service before their enrollment is completed. Students absent from the campus as participants in the University's Education Abroad Program must comply with this requirement upon their return to the campus.

# Registration Procedures

Except where noted, all information applies to both undergraduate and graduate students. Additional information concerning registration and academic policies applying only to graduate students is given under the Graduate Division section.

## REGISTRATION AND ENROLLMENT

A student must complete the following procedure to officially enroll in classes and receive academic credit:

Consult academic advisor and secure approval for enrollment in classes if required; file completed class enrollment and information cards with the Registrar's Office; pay fees at the Cashier's Office (including all outstanding debts).

The Schedule of Classes is provided by the Registrar's Office with registration materials approximately six weeks before the beginning of each quarter. A quarterly calendar of registration and enrollment deadlines and the latest registration information are included in each issue.

### Class Verification and Identification Card

After payment of fees and enrollment in classes each student receives a Class Verification and Identification Card which is evidence that the student is registered at UCI and is entitled to library privileges, student health services, and other University privileges. In addition, the card provides identification for Associated Student functions. If the validated card is lost, a duplicate may be obtained from the Registrar's Office upon application and payment of \$3 to the Cashier's Office.

### Late Registration and Enrollment

Students who do not register (pay fees) and enroll in classes within the deadline limits, including those who are allowed to apply late, are required to pay a late registration fee of \$10 and a late enrollment fee of \$25. These service fees are assessed to help pay for the additional expense associated with processing late transactions and may not be waived. All fees are due and payable in advance and must be paid in full before official enrollment in classes will be completed. Students are therefore urged to register (pay fees) and enroll within the published deadline dates. Students with financial need should make advance arrangements with the Financial Aid Office to have funds available when their fees are due. All fees must be paid in advance. The Registrar does not have authority to allow a student to pay fees after the deadline dates, or waive the late fees, except in unusual cases where the University is responsible for the late transaction. A student who is allowed to apply late and, as a result, must register and enroll late, is required to pay late fees.

## Change of Class Enrollment

After an official Preferred Program Card has been filed with the Registrar, a student may add or drop courses, change sections of a course, or change the grading option by executing a Change of Course Enrollment Card available from the student's academic dean's office. See pages 37 and 42.

During the first six weeks of each quarter a student may add classes to the study list, provided approval to add each class is granted by the instructor in charge. To add a class a student must obtain the instructor's signature of approval on a Change of Course Enrollment Card and submit the card to the student's academic dean no later than the end of the sixth week of instruction. Any action which causes the student to be enrolled in a total number of units exceeding twenty requires the approval of the student's academic dean. There is a \$3 fee for each Change of Course Enrollment Card submitted after the second week of any quarter.

During the first two weeks of a quarter a student may drop classes or change the grading option in a course. To drop a class or change the grading option a student must obtain the signature of the instructor in charge as evidence of notification on a Change of Course Enrollment Card and submit the card to the student's academic dean. Any action which causes the student to be enrolled in a total number of units less than twelve requires the approval of the student's academic dean. Changes to Pass/Not Pass grading must not cause the student to exceed the limitations to Pass/Not Pass enrollment (pages 34-35).

Students may drop classes from the third through the sixth week of a quarter, inclusive, only with the permission of the instructor in charge. A student wishing to drop a class during this period must obtain the signature of approval from the instructor in charge on a Change of Course Enrollment Card and submit the card to the student's academic dean. After the sixth week of a quarter students may drop a course only with the permission of the instructor *and* the student's academic dean. Permission to drop during this period can be granted only if the student is not failing the course and not subject to disqualification and only if dropping the course would be to the educational benefit of the student and/or of the class as a whole. To drop a class during this period a student must execute a Change of Course Enrollment, obtain the instructor's signature of approval, and submit the card to the student's academic dean for the dean's action.

Every student enrolled in a laboratory course in which equipment is issued is responsible for the equipment when dropping a course and will not be permitted to drop until the equipment is accounted for.

Students are responsible for their official enrollment and must be officially enrolled in each class for which they expect credit. They must officially drop classes they have ceased attending. The student cannot simply discontinue attendance in a class; a change in course enrollment

card must be filed, or the student will receive an "F" grade in the class. Students are responsible for clarifying their official enrollment within the deadline dates each quarter. Courses may not be added or dropped retroactively.

### LAPSE OF STATUS

A student's status may lapse for the following reasons:

Failure to respond to official notices; failure to settle financial obligation when due or to make satisfactory arrangements with the Business Office; failure to complete the physical examination; or failure to comply with admission conditions.

Each student who becomes subject to "lapse of status action" is given advance notice and ample time to deal with the situation. However, if the student fails to respond, action will be taken without further notice, and the student is entitled to no further services of the University except assistance toward reinstatement. A student who desires to be reinstated must apply for readmission, satisfy the conditions which caused the "lapse of status" and pay a \$10 reinstatement fee at the Cashier's Office.

### STUDENT RECORDS

A Personal Data Sheet is included in each term's registration packet which allows students to examine and update their personal data. Furthermore, after the drop and add period each quarter, every student is provided with a record of current term enrollment to insure the accuracy of official enrollment. Students are urged to officially report to the Registrar's Office all changes in personal data and enrollment data. It is extremely important for each student to keep the Registrar's Office currently informed as changes occur to assure that accurate and complete records are maintained.

The University maintains records relating to students for various academic purposes. In addition, records such as employment records and medical records are maintained. The release and disclosure of student records maintained by the University are in large measure governed by State and Federal laws. Guidelines of the University are designed to protect the student's right of privacy as well as to provide reasonable interpretation of applicable law.

A campus committee has been established to interpret the Family Educational Rights and Privacy Act enacted by the federal government in 1974 and Interim University Guidelines adopted thereafter. The Act and Guidelines provide additional safeguards for the confidentiality of student records and broaden the opportunity for student access to their records held by the University. Annually, students will be informed of their rights under the Family Educational Rights and Privacy Act through publication of the text of the Act in the student newspaper.

## Transcript of Records

A fee is charged for each transcript of a student's record. Applications for a transcript of record should be submitted to the Registrar's Office several days in advance of the time needed. Transcripts will be released only upon signed request of the student; an application for a transcript *must* bear the student's signature. The fee for transcripts is \$2 for the first copy and \$1 for each additional copy ordered at the same time.

## SPECIAL PROCEDURES

### Readmission: undergraduates only

We strongly urge students to consider the policy below in formulating plans for leaving or returning to UCI. Every effort will be made to readmit UCI students who were in good academic standing at the time of dropping out and who have filed readmission applications.

Readmission is not automatic. A student must file a readmission application at least eight weeks prior to the quarter in which readmission is desired and pay a \$20 application fee at the Cashier's Office.

If a student has been academically disqualified from the University or has left the University while on probation or subject to disqualification, the student must apply for readmission in the manner prescribed above. The application, however, will be forwarded to the dean of the school which the student hopes to enter. If the dean decides that the student is serious about academic life, and/or that the student has displayed capability at another academic institution, the student will most likely be allowed readmission to the University.

Transcripts for work taken at other institutions must be submitted as part of the application. A nonrefundable fee of \$20 is charged for each application for readmission. Remittance by bank draft or money order, payable to The Regents of the University of California, must be attached to the application.

### Intercampus Transfer: undergraduates only

An undergraduate student in good standing can transfer from the UCI campus to other campuses of the University of California. To do so, the student should first check with the Registrar to see which of the campuses are accepting transfers and which majors are being encouraged by each campus. The student then obtains an Intercampus Transfer Application form from the Registrar's Office and files the form with the home campus Registrar by the deadline prescribed for the quarter in which the student wishes to transfer. The deadlines are March 1 for fall quarter, September 1 for the winter quarter, and December 1 for the spring quarter. A student may apply for only one campus in any given quarter. A fee of \$20 is required for all Intercampus Transfer Applications filed with the Registrar's Office.

### Withdrawal from the University

A student who decides to leave the University during the quarter must complete an official Notice of Withdrawal. The notice, with identification card attached, must be filed, as appropriate, with the Dean of Students, the Dean of the Graduate Division, or the Dean of Special Programs. A student who fails to file a Notice of Withdrawal will receive failing grades in all courses and severely jeopardize academic standing at the University.

In extenuating circumstances, such as illness or emergency, the student should notify the appropriate dean as soon as possible in order to initiate withdrawal procedures.

If an undergraduate student has completed a quarter and has not paid fees for the following quarter, a withdrawal form is not necessary. If a student pays fees for the following quarter, and subsequently decides not to attend, or stops payment on the check, an official withdrawal is required. A graduate student must file a Leave of Absence request.



*Don José Sepúlveda, the first individual to own the land around the upper bay. He spent lavishly on clothing, horses, and entertaining, and people came from all over Southern California to attend his fiestas.*

# Fees, Expenses, and Financial Aid

## ESTIMATED EXPENSES

The exact cost of attending the University of California, Irvine will vary. Undergraduate and graduate figures are based on three quarters of attendance. Figures for the College of Medicine are based on *four* quarters of attendance. It is expected that most medical students will have two vacation quarters during four calendar years of enrollment.

Fees are due and payable at the beginning of each quarter. All fees are subject to change without notice. The following is intended only as a guide in computing the average annual expenses.

California Residents	Undergraduate	Graduate	Medical
University Registration Fee . . . . .	\$ 300	\$ 300	\$ 380
Educational Fee . . . . .	\$ 300	\$ 360	\$ 480
Associated Students Fee . . . . .	\$ 27	\$ 27	\$ 36
Room and Board in University			
Residence Halls (Double Occupancy) . . . . .	\$1,600	—	—
Room and Board for			
Independent Students . . . . .	—	\$1,600	\$2,550
Books and Supplies (Approximate) . . .	\$ 240	\$ 400	\$1,000
Personal Expenses (Laundry, Clothing, Transportation, Recreation) . . . .	\$1,250	\$1,250	\$1,460
Average Annual Expenses . . . . .	\$3,717	\$3,937	\$5,906
<b>Nonresidents</b>			
All above costs apply . . . . .	\$3,717	\$3,937	\$5,906
Nonresident Tuition . . . . .	\$1,500	\$1,500	\$1,500
Average Annual Expenses . . . . .	\$5,217	\$5,437	\$7,406

## FEES

Under terms of the Alan Pattee Scholarship Act a surviving child of a California resident who died as a result of accident or injury incurred in the performance of active law enforcement or active fire suppression and preventive duties is eligible to apply for waiver of certain fees. Additional information concerning this Act is available from the Registrar's Office.

### Registration Fee

The University Registration Fee is \$100 per quarter. The full fee is required of all students regardless of the number of courses taken. This fee, which must be paid at the time of registration, is a charge to each student for services which benefit the student and which are comple-

mentary to, but not a part of, the instructional programs. No part of this fee is remitted to students who may not desire to make use of all or any of these services. The \$50 advance deposit on the Registration Fee (Undergraduate Acceptance of Admission Fee), required of new undergraduates, is applied to the full fee when the student registers. Continuing students are required to pay all outstanding fines and other debts, in full, at the time they pay their Registration Fee for an upcoming term.

### **Educational Fee**

The Educational Fee is \$100 per quarter for undergraduate students and \$120 per quarter for graduate students. Legal residents of the State of California with demonstrated financial need may defer payment of the Educational Fee by accepting obligation to repay, at a later date, the sum deferred. Students interested in this provision should contact the Financial Aids Office, 204 Admin. Bldg.

The Educational Fee has been reduced 50% (from \$100 to \$50 per quarter) for undergraduates enrolled for less than nine units, providing their reduced enrollment is *approved in advance* by the appropriate academic dean for the following reasons: financial need, health, or family responsibilities. Part-time status lapses at the end of each academic quarter. A student must, therefore, reapply each quarter that part-time status is desired.

### **Associated Students Membership Fee**

The Associated Students Membership Fee of \$9 per quarter is administered by the Associated Students of the University of California, Irvine to provide social activities, lectures, forums, concerts, and other activities at either a reduced charge, or no charge, to UCI students. This fee is required of all students.

### **Tuition Fee**

Students who are not legal residents of the State of California are required to pay a \$500 quarterly Tuition fee irrespective of the number of courses taken. See page 72.

### **Extended University Fees**

For information on Extended University fees, see page 47.

**Miscellaneous Fees**

Undergraduate Acceptance of Admission Fee <sup>1</sup> (applied toward University Registration Fee) .....	\$50.00
Application Fee <sup>1</sup> (includes readmissions and intercampus transfers) .....	20.00
Advancement to Candidacy for Ph.D. ....	25.00
Duplicate Diploma .....	20.00
Master's Thesis and Doctoral Dissertation Filing Fee .....	50.00
Special Course Subject A .....	45.00
Special Library Borrowing Privilege	
Per Year, nonrefundable, renewable .....	10.00
Transcript of Record <sup>2</sup> .....	2.00

**Service Charges**

Breakage (Charges will be assessed by department based on actual replacement costs) .....	
Changes in Study List After Announced Dates (each petition) .....	3.00
Duplicate Registration and/or Other Cards from Registration Packet (each petition) .....	3.00
Duplicate Student Identification Card (each petition) .....	3.00
Late Payment of Fees .....	10.00
Late Registration (Late Enrollment in Classes) .....	25.00
Reinstatement Fee .....	10.00
Removal of Grade I (each petition) .....	5.00
Return Check Collection .....	5.00
Credit by Examination (each petition) .....	5.00
Parking Fee (Quarterly) .....	9.00

**FEE REFUNDS**

New undergraduates who cancel their registration before the first day of instruction are entitled to a refund of Registration Fee, Educational Fee, and Tuition Fee; the \$50 Acceptance of Admission Fee is non-refundable. Students who have accepted admission to the College of Medicine should refer to page 434 for special provisions on Acceptance Fee refunds.

For all continuing and readmitted undergraduate, graduate, and medical students, and new graduate students, there is a service charge of \$10 for cancellation of registration or withdrawal before the first day of instruction. Associated Student Membership Fees are not refundable after the quarter begins.

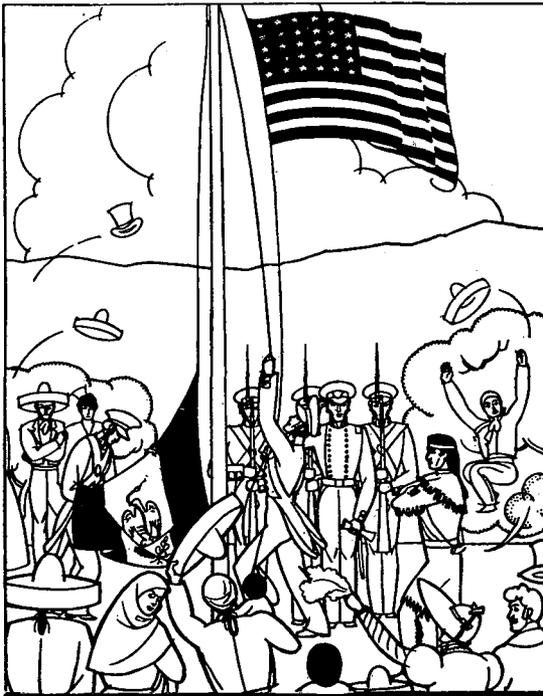
After instruction begins, a withdrawal form is necessary. Students who withdraw from the University during the first five weeks of instruction

<sup>1</sup>Nonrefundable in all cases.

<sup>2</sup>This charge is for the first copy of each request. There is a charge of \$1.00 for each additional copy ordered at the same time.

will receive refunds of Registration Fee, Educational Fee, and Nonresident Tuition Fee, less the \$50 nonrefundable Undergraduate Acceptance of Admission Fee, on the following basis, effective with the first day of instruction and the effective date of withdrawal: 1-14 calendar days, 80% of amount paid; 15-21 calendar days, 60% of amount paid; 22-28 calendar days, 40% of amount paid; 29-35 calendar days, 20% of amount paid; 36 calendar days and over, 0%. The effective date of withdrawal is normally the date the student files an official notice of withdrawal from the University. However, under extenuating circumstances, the Dean of Students, the Dean of Special Programs, or the Dean of the Graduate Division, as appropriate, may determine that the effective date of withdrawal occurred prior to the filing of the notice. It is presumed that no University services will be provided to the student after that date.

Claims for refund of fees must be presented during the fiscal year (July 1 to June 30) in which the claim is applicable. To obtain a refund, the student must surrender the identification card to either the Dean of Students, the Dean of Special Programs, or the Dean of the Graduate Division at the time of withdrawal. Refund checks are issued by the Accounting Office and are generally received about four weeks after the official withdrawal is submitted.



*On September 9, 1850, California became the thirty-first state in the Union.*

## **FINANCIAL AID**

Lack of funds need not be a barrier to attending UCI; almost one third of enrolled students receive some form of financial aid. Students who show that they need financial assistance in order to attend are eligible for financial aid through the Financial Aid Office. In addition to awarding aid on the basis of financial need, the office also administers a few scholarship programs that are based primarily on academic excellence.

To obtain financial aid, students must file an application with the Financial Aid Office as early as possible before the April 15 deadline; applications filed after April 15 will be considered only for winter and spring quarters. Undergraduate students who are applying for scholarships must have their applications filed by January 15.

The University expects the students and their parents or spouses to contribute toward the costs of their education to every extent possible. In addition to filing a basic application, applicants for financial aid must also submit various supporting materials that the Financial Aid Office uses to determine each student's financial need.

For students who are financially dependent on their parents, a Parents' Confidential Statement must be filed. Analysis of this statement determines the amount a student's parents can be expected to contribute toward the cost of the student's education.

Students independent of their parents must file a Student Financial Statement. Analysis of this statement determines the amount a student and/or spouse can contribute to the cost of the student's education.

The various financial aid forms, along with detailed instructions on filing, are available from the Financial Aid Office, 204 Admin. Bldg.

All undergraduate financial aid applicants are also required to apply for the Federal Basic Educational Opportunity Grant and for the California State Scholarship or California College Opportunity Grant.

### **Basic Educational Opportunity Grant (BEOG)**

This grant program is federally funded and provides awards up to a maximum of \$1,050 for the academic year. To be eligible, applicants must be U.S. citizens or permanent residents and must have begun post-high school education after April 1, 1973. Applications are generally available at high schools and financial aid offices in February.

### **California State Scholarship**

This scholarship program is state funded and provides awards ranging from \$300 to \$600 for the academic year. To be eligible, applicants must be California residents and demonstrate financial need. Applications are available at high schools or may be obtained from the California State Scholarship and Loan Commission, 1410 Fifth Street, Sacramento, California 95814. Applications are due in November for the following year.

### **California College Opportunity Grant (CCOG)**

This grant program is state funded and provides awards up to a maximum of \$900. To be eligible, applicants must be California residents, demonstrate financial need, and be entering college or not have completed more than one semester of college work. The awards are for students from disadvantaged families. Applications are available at high schools or may be obtained from the California State Scholarship and Loan Commission, 1410 Fifth Street, Sacramento, California 95814. Applications are usually due in December for the following year.

Students who receive financial aid will receive funds from one or more of the following sources: scholarships, grants, loans, and employment. These sources are described briefly in the following sections; more detailed information can be obtained from the Financial Aid Office.

### **Scholarships**

Regents' scholarships, one of the highest honors conferred upon UC students, are awarded on the basis of academic excellence and exceptional promise, without reference to financial need. Students are eligible upon graduation from high school or upon completion of the sophomore year of college. Medical students are eligible during any year of their study in medical school. The appointments run for four years for students entering from high school or two years for students appointed after their sophomore year. Regents' Scholars receive a \$100 honorarium the first year of their appointment and a stipend each year to cover the difference between their resources and the yearly standard cost of education.

President's and University scholarships are offered to entering and continuing students who show evidence of high scholastic attainment and financial need. These awards are renewable by submitting an application for consideration each year.

Other special scholarships are available to students who qualify. While a student need not apply for a specific scholarship, applicants with special qualifications will receive careful consideration.

For information on Air Force ROTC, see page 21.

### **Grants**

The University of California Grant Programs are established to provide grants-in-aid for undergraduate, graduate, and medical students with exceptional financial need.

Federal supplemental Education Opportunity Grants are available for undergraduate students only. The basic purpose of this program is to assist students whose exceptional financial need would prevent their attending college. Grants range from \$200 to \$1,500 a year, but cannot exceed one half of the total financial aid awarded. Grants are renewable if the student continues to have financial need and maintains good standing.

**Educational Fee Grant** is a University grant available to new students during their first year of enrollment. Only residents of the State of California are eligible. The amount of the grant is determined by financial need, but cannot exceed the costs of the Educational Fee.

**Improved Access Grant** is a University grant available to students who transfer to UCI with junior status and have a 2.0 cumulative grade point average. Preference is given to transfer students from community colleges. The amount of the grant is determined by financial need, but seldom exceeds \$700 a year.

**Health Professions Scholarship Grants** are available to medical students only. These grants, in amounts up to \$2,500 per year, are available to medical students of exceptional financial need who require assistance to pursue their course of study. Recipients must be full-time students and citizens or permanent residents of the United States.

## Loans

**National Direct Student Loans:** for undergraduate and graduate students. These loans may be granted to regularly enrolled students who are U.S. citizens or permanent residents. The amount a student may borrow is determined by financial need, but may not exceed \$2,500 for the first two years and a total of \$5,000 for undergraduates. Graduate students may receive a total of \$10,000. Repayment may be extended over a ten-year period; interest is 3% on the unpaid balance, beginning nine months after students end their education. Students under eighteen years of age must have parental approval on the loan section of the application and on a promissory note.

**Health Professions Student Loans:** for medical students only. The Health Professions Student Loan Program makes loans available to medical students working toward the degree of Doctor of Medicine. Recipients must be full-time students, citizens or permanent residents of the United States, and in need of the loan to pursue their education. Students may borrow up to \$3,500 a year at an interest rate of 3%.

Borrowers may repay their loan over a ten-year period beginning one year after completion of study at a school of medicine, except that payments may be deferred for advanced training, including internship and residency.

**Regents' Student Loans:** for undergraduate, graduate, and medical students. These loans are available to regularly enrolled students. The amount a student may borrow is determined by financial need; the maximum loan for an academic year is \$1,000. Interest is 3% a year and accrues from the date the student graduates, withdraws, or is dismissed from the University of California, Irvine. Repayment may be made over a period of not more than five years, beginning six months after the date on which the borrower ceases to carry a full-time course of study at the University of California, Irvine. Co-signatures are required.

**Educational Fee Deferment Loan:** a long-term loan available to California residents who demonstrate financial need. This loan covers the Educational Fee and, in effect, permits payment of the Fee to be deferred until the student ceases to be enrolled. Repayment and 3% annual interest begin nine months after the student leaves school.

In addition to these long-term loans, various philanthropic individuals and organizations have provided money to create a short-term student loan fund. These loans, which do not bear interest, are of a short-term nature to cover emergency needs.

### **Employment**

The Federal College Work-Study Program is designed to assist students from low-income families who cannot meet their college expenses. Students who qualify for work-study are provided with employment during the school year and vacation periods. Recipients must be U.S. citizens or permanent residents.

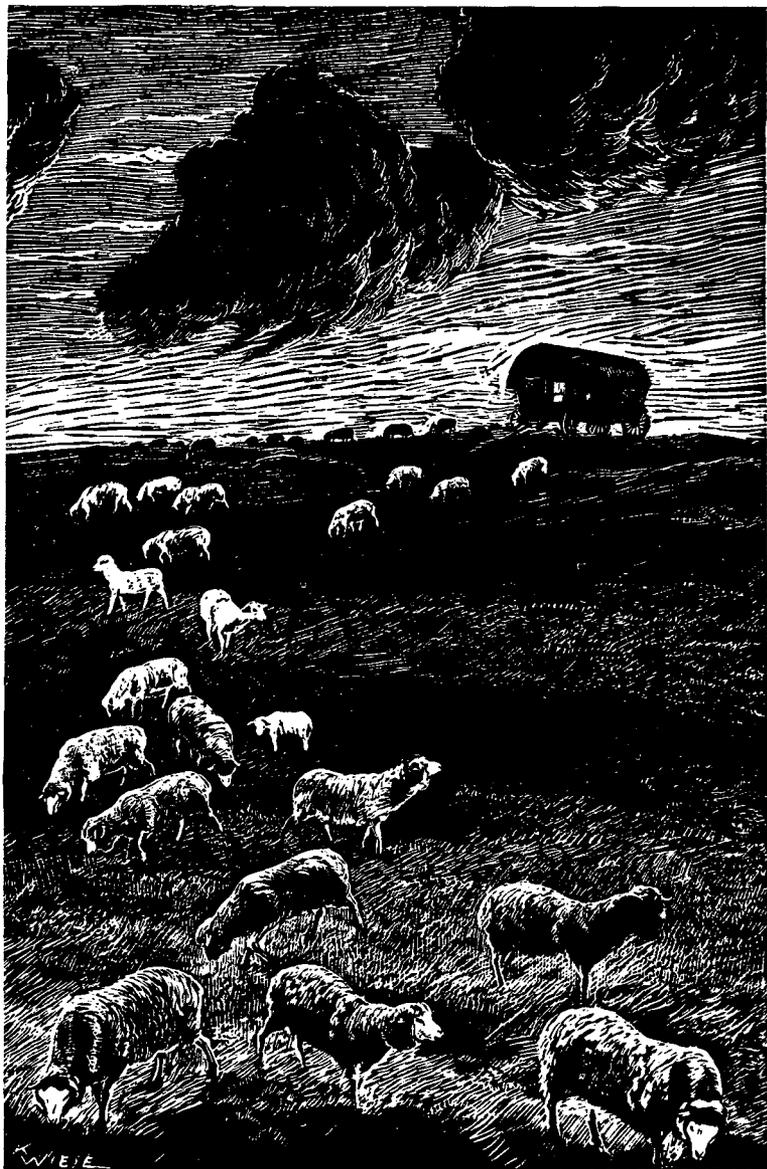
The President's Work-Study Program provides part-time employment for all regularly enrolled students who demonstrate financial need.

A special work-study program is available to U.S. military veterans. Applications are available at the UCI Veterans Coordinator's Office.

### **Student Employment**

The Career Planning and Placement Center assists UC students, their spouses, and alumni in obtaining part- or full-time employment during the academic year and summer vacation. Students with Work-Study grants may obtain on-campus or off-campus job referrals in the Career Planning and Placement Center. The Center is located in 120 Social Science Tower.

# Student Affairs



*In 1864, Don José Sepúlveda sold his Rancho San Joaquin to Flint, Bixby, Irvine & Company who were wool growers from Northern California.*



*In 1866, James Irvine married Nettie Rice of Cleveland, and the following year their son James Irvine II was born.*

# Student Affairs

The Office of the Vice Chancellor for Student Affairs has responsibility for a full range of programs and services designed to carry out the University of California's commitment of creating a learning environment fully supportive of an educational endeavor of the highest quality. The various Student Affairs offices are primarily student centered and accept the challenge of making their services more responsive to student concerns, and, when necessary, of extending them to fit expanding student values. Student Affairs programs are managed by experienced administrative directors who have both staff support and budgetary responsibility.

It is the obligation of any university to assume that students have a legitimate voice in the policies of their campus and that students must not only speak out on issues, but also have an active role in every aspect of the campus with which they are involved. However, this cannot be handled by measures which are expedient or improvised only as issues arise. It is our responsibility to draw students into the decision-making process in such a way that they may also assist in the implementation of decisions and be held accountable for them. This involves more than the traditional device of providing student representation on a smattering of noncontroversial committees and advisory teams; it involves finding a full and practical way by which students can assume responsibility through internships of a wide variety within the organizational structure of the campus.

The immediate Office of the Vice Chancellor for Student Affairs is concerned with the following functions: planning and policy analysis and related legal affairs; allocation of Student Affairs resources; personnel programming and staff development; student services facilities planning and space allocation; studies, research and grant development; and evaluation of Student Affairs programs. In addition, several programs are coordinated directly by the Office of the Vice Chancellor.

## Office of Studies and Research

The Office of Studies and Research conducts survey research on priority issues for the Student Affairs administration, organizes and analyzes data about UCI students, prepares and coordinates proposals for extramural support of new programs, and reviews issues in higher education both regionally and nationally, particularly in the area of student affairs.

## Advisory Committee on the Registration Fee

Each quarter every student remits to The Regents of the University of California a \$100 Registration Fee. This fee is appropriated by The Regents to support Student Affairs programs on all of the campuses of

the University. As the Chancellor's designee, the Vice Chancellor for Student Affairs makes recommendations on the appropriate use of these funds and is accountable for their effective utilization. To aid the Vice Chancellor in these determinations, the Vice Chancellor's Advisory Committee on the Registration Fee was established to conduct evaluations of Student Affairs' budgets and programs and to advise the Vice Chancellor on annual allocations of Registration Fee funds. Additionally, the Committee reviews requests to the Special Projects Fund which is available to the University community in support of worthwhile, innovative programs or projects deemed to be of broad benefit to the campus community and that cannot be otherwise funded.

#### **Undergraduate Administrative Intern Program**

The Internship Program provides twelve interns with a combined academic and experiential approach to the exploration of administration in higher education in general, and student affairs administration in particular. The interns are involved in day-to-day administration on a decision-making level. By sharing in the responsibility of decision-making, students become increasingly aware of the multifaceted position of the administrator and can serve as a valuable liaison resource among administrators, faculty, and students.

#### **Publications Work Group**

The Student Affairs Publications Work Group oversees the production of all Student Affairs publications. Supported by Registration Fee funds, the Work Group establishes priorities, approves the budget, assumes editorial responsibility, and determines final approval for each publication. Work Group members include student interns and staff drawn from various Student Affairs units.

#### **Media Work Group**

The Media Work Group has the responsibility for the production of all media presentations prepared on behalf of, or by, Student Affairs. The Work Group is supported by Registration Fee funds and is composed of Student Affairs staff members and students who have an interest and skill in the area.

#### **Committee on Lectures and Committee for Arts**

Lecture and arts programs are sponsored to complement the classroom experience of students, to provide programs of general interest to the public, and to stimulate lively interest in cultural, social, and political events. The Campus Committee on Lectures arranges for speakers of national and international stature and intellectual appeal to visit the campus. The Committee for Arts schedules concerts, theatre and dance productions, and art exhibits for the campus.

### **EDUCATIONAL RELATIONS**

The Office of Educational Relations is the central administrative office for Admissions and Relations with Schools, Financial Aids, Career Planning and Placement, and Studies and Research. These units comprise an

interrelated series of services for students ranging from their first contacts with UCI to their planning of careers and placement in full-time jobs.

Educational Relations is also responsible for monitoring the experience of students at Irvine through surveying their characteristics, attitudes, aspirations, and feeding back this data for purposes of planning and evaluating programs administered by Student Affairs.

## **EDUCATIONAL OPPORTUNITIES**

### **Recruiting, Special Services, and Counseling Programs**

The goal of the Educational Opportunities Program (EOP) is to assure adequate representation of educationally and economically disadvantaged students within UCI by assisting minority and low-income students in enrolling and succeeding at the University. The difficulties these students encounter in seeking a college education may range from inadequate public school preparation to a lack of money to support their education. The Educational Opportunities Program is designed to assist students in overcoming these and other problems by providing special admissions consideration, financial aid, and academic support through advising, tutoring, and Learning Skills Services, as well as supportive counseling assistance on a continuing basis at the Center for Counseling and Special Services.

A special EOP summer session is designed to assist students admitted to the University under the EOP Special Action program. Information may be obtained from the Office of Relations with Schools – EOP Recruiting Services, telephone 833-5410.

#### **Eligibility**

Students with disadvantaged backgrounds are encouraged to apply. Particularly encouraged to apply are minority and low-income group persons who may not meet traditional admissions requirements but who can offer evidence supporting their ability to achieve at the University level. In those cases where entering the University at this time would not seem appropriate, the Admissions Committee may recommend a program of study in a community college or elsewhere, so that the student may qualify for UCI at a later date.

#### **Financial Assistance**

Personal financial resources should not be the determining factor in deciding whether or not to attend college. Students admitted to UCI under the EOP are considered for financial assistance on the basis of demonstrated need. Funds can be provided to cover room and board, registration fees, books and supplies, and living expenses when a student or family is unable to meet fully these expenses. Financial aid is comprised of a combination or “package” of grant, loan, scholarship, and summer or part-time employment based on the individual circumstances of the applicant. Individual financial aid and counseling are provided through the Financial Aid Office.

### **Admissions**

Prospective EOP students must complete the usual admission forms and procedures. Applications may be obtained from counseling offices in California high schools and community colleges or the Office of Admissions. In addition to submitting an application for admission and requesting that transcripts of records from all prior schools be sent to UCI, the EOP applicant must write a short autobiographical essay focusing on academic potential and goals and have at least three people write recommendations (these may be teachers, counselors, persons in the community, or employers).

Inquiries regarding the EOP should be directed to the Office of Relations with Schools, University of California, Irvine; Irvine, California 92664, (714) 833-5410.

### **CAREER PLANNING AND PLACEMENT CENTER**

The Career Planning and Placement Center, which includes Career Placement, Educational Placement, and Student Placement, welcomes University of California, Irvine alumni and students of all majors and levels who wish to explore career alternatives, locate part-time jobs, or secure educational and career positions. The three basic functions of the Center are described below.

#### **Career Placement**

Career Placement encourages students to start researching their basic interests early in their college careers, so that they can plan more effectively and successfully for the future. Its advisors offer job-search workshops which discuss such skills as résumé preparation and interviewing techniques and provide information about possible career opportunities in business, industry, and government. Representatives from numerous organizations and graduate schools conduct on-campus interviews for graduating seniors, graduate students, and alumni throughout the school year; a quarterly calendar lists the dates when such interviews will be held. Listings of current job opportunities are made available to seniors, graduate students, and alumni. The Career Library contains detailed information on graduate and professional schools, literature on specific careers and companies who regularly employ college graduates, and multimedia presentations describing UCI programs and possible career areas stemming from them. Information is also available on tests such as the LSAT and the GRE for professional schools, and tests for the federal and state civil service.

#### **Educational Placement**

Educational Placement, in cooperation with the Office of Teacher Education, assists prospective educators in locating and applying for possible teaching jobs. The Center offers a professional placement file service, enabling users to keep all their records and references permanently on file, ready to be sent out on request in support of a job application. Educational Placement also focuses on finding alternative employment for credentialed teachers in educationally related fields such as counseling or administration.

Candidates who have received degrees or credentials from the University of California and who were not registered students in the period beginning one year prior to each November 1 must pay a fee of \$20.00 per annum for the campus Educational Placement Services.

Other services include the maintenance of a file of directories and catalogues for educational institutions across the country, and comprehensive listings of current statewide and national vacancies. On-campus interviews with representatives of local school districts are also arranged.

### **Student Placement**

Student Placement offers assistance in obtaining part-time, summer, and temporary employment, as well as placement if a student has a Work-Study award. Telephone service is available for job applicants who want to set up interviews with local employers. Part-time and temporary employment opportunities are posted on a bulletin board in the lobby area, and checked and updated daily.

## **DEAN OF STUDENTS**

The objectives of the Office of the Dean of Students are: to facilitate an educational environment broader than the classroom; to enhance a sense of community among students; to provide co-curricular learning opportunities; to provide a variety of student services and programs to meet special needs; and to provide campus-wide services to students, faculty, and staff. The Dean of Students is administratively responsible for all components of the Dean of Students organization which is composed of three operating units: Program Development; Housing, Transportation, and Food Service; and Campus Auxiliary Services.

### **Program Development**

The Program Development Office supports the efforts of students and faculty in creating a sense of community by enhancing the out-of-class learning environment on campus. Multidisciplinary programs and activities of educational merit are arranged through this office to complement the formal classroom experience and provide an opportunity for informal exchanges among students and faculty. Personal and leadership skills development programs aid students in becoming more active participants on campus and in their communities. The Office is organized into three units: Educational Support, Student Support, and Campus Organizations.

### **Educational Support Services**

A variety of special interest programs designed to complement and supplement the classroom experiences are hosted by this office. Included are: leadership training programs; informal student-faculty interaction programs; programs for Extended University students; volunteer programs; women's programs; international student services; services for handicapped students; services for postdoctoral scholars; Orientation Week, Fall Quarter; and Fall Quarter Orientation and Guidance (FOG).

### **Student Support Services**

This office emphasizes programs of an orientation and out reach nature. Orientation programs include the Student-Parent Orientation Program (SPOP), a forty-eight hour live-in experience on campus for new students and their parents; Uni-Prep, a week-long, intensive program in September to help new students develop increased social and intellectual skills; Irvine Info, a spring information program for UCI applicants; and University Day, a fall open-house for university-bound high school students. Commuter student programs, veterans' services, and arrangements for commencement are also major services provided. This office is located in 702 Trailer Complex, telephone 833-7244.

### **Campus Organizations**

This office provides program advisement and support for the Campus Organization Councils; coordinates the commuter student center, Antrap, the Cooperative Outdoor Program, the Mesa Court Outdoors Hall, and on-going educational programs that have a broad-based appeal sponsored by student groups in conjunction with academic units. These co-curricular programs are organized to enhance the quality of the University learning environment and encourage increased campus interaction.

### **Housing, Transportation, and Food Service**

The Housing, Transportation, and Food Service Office provides supervision of all on-campus housing and necessary support services. Administratively the services and programs offered through this office are divided into three sections: Housing and Transportation; Business and Food Service; and Residential Learning.

#### **Housing and Transportation**

This office coordinates contracts with campus residents; serves as the campus contact with the Orange County Transit District; maintains bus schedules and related information; provides room, apartment, roommate and realtor listings; and provides telephones for students, staff, and faculty in their search for housing.

On-campus residences are available for 1,550 single undergraduate students in Mesa Court and Middle Earth. Each residence accommodates fifty or sixty students and a resident assistant, providing the opportunity for small-group living, self-government, and leadership experience. The residences are divided into suites of four or five double rooms, with living room and bath; each residence also contains a lounge and recreation and study rooms. A limited number of single rooms are also available in each residence. Rooms are furnished except for bedspreads, blankets, and study lamps. Both Mesa Court and Middle Earth have complete food service and dining commons for their residents. The halls are, however, closed during the Christmas and spring recesses.

Each hall tends to have distinctive characteristics and often focuses on a specific interest or life-style. Examples include halls devoted to fine arts, the humanities, languages, the outdoors, or crafts.

The University also has 350 one-, two-, and three-bedroom apartments in Verano Place for married and graduate students. Most of the apartments are furnished, and all have carpeting, draperies, stoves, and refrigerators. They are attractive and considerably lower in rent than comparable units in the local communities.

#### **Business and Food Service**

The physical and fiscal management for all housing and food services is performed by this office, including the maintenance of the various locations for food services on campus. Gateway Commons, located across from the Library, has both restaurant and cafeteria service. The "North Forty" snack bar is located adjacent to the Cross-Cultural Center. Student Center I, next to the Science Lecture Hall, houses a snack bar, and the mobile snack bar, the Zot Shop, serves hot and cold fast food items. Vending machines are located in and around the campus buildings.

#### **Residential Learning**

The Student Programs Offices at Mesa Court and Middle Earth have the significant responsibility of providing student residents with an environment conducive to their intellectual, social, and personal growth. The housing staffs work closely with students to create opportunities for educational exploration and ways of developing interpersonal skills. Academically oriented residential learning programs include Social Science Center, Social Science Hall, Humanities House, Social Ecology Center, Foreign Language Programs, and the Center for the Arts. The Outdoors and Photography Halls are examples of special interest hall programs. The Student Programs Offices also supervise and train residential assistants, advise the residential student government, and coordinate information and skill development workshops.

#### **Campus Auxiliary Services**

The Campus Auxiliary Services Office is organized into three operating units: Central Campus Calendar; Audio-Visual Services; and Child Care.

##### **Central Campus Calendar Office**

"One-stop" service to university and nonuniversity organizations in setting up programs on campus, and assignment of classrooms for both regular academic and extension classes are the responsibility of this office. It also serves as a central information guide to activities taking place on campus.

##### **Audio-Visual Services Office**

Staff assistance and audio-visual equipment are provided through this office to student, faculty, staff, and non-university organizations in the development of multi-media projects and for the presentation of events.

### **Child Care**

Facilities and programs offering day care for children, ages two-and-one-half to five, are available to UCI students, faculty, and staff. The Children's Center and the Verano Place Preschool provide daytime educational programs, and a special afternoon program is designed to meet the needs of the four year old before enrolling in kindergarten.

Two student-directed, co-curricular learning programs are also managed by the Campus Services Office. The Educational Motivation Program trains UCI students to tutor elementary, junior, and senior high school students in the sciences, and La Escuelita is composed of Chicano students interested in bilingual education and teaching.

### **CENTER FOR COUNSELING AND SPECIAL SERVICES**

The Center for Counseling and Special Services recognizes that most students face personal and academic difficulties from time to time while they are attending the University. Many difficulties can be overcome by talking with the professional psychologists and counselors at the Center. The staff members are available to listen to and explore the difficulties, distresses, tensions, or habits which affect a student's life. The Center provides services and programs in four areas: Counseling Services, Learning Skills Services, Cross-Cultural Services, and Consultation and Training Services.

#### **Counseling Services**

The Counseling Services are based on the premise that adaptation to University life is often easier if someone is available to discuss stressful situations and personal concerns. Confidential discussions with counselors help students to identify issues and problems, examine values, discover strengths, talents and interests, decide on actions and new directions, and improve self understanding. Counseling is also available to couples whenever one member is a student.

#### **Learning Skills Services**

The Learning Skills Services are designed to provide students with the skills necessary to take full advantage of the many educational opportunities offered at UCI. The wide variety of programs include workshops, seminars, and tutorials in areas ranging from study skills, test taking, test anxiety, and time management to understanding the psychological forces which affect one's ability to learn.

#### **Cross-Cultural Services**

Cross-Cultural Services provide specialized counseling and referral services to all UCI students, but are specifically designed to promote Third World student organization activities, and encourage various ethnic and cultural events on campus. Student and professional staff participants are recruited from minority groups with the intention of increasing the availability of minority resources at UCI. The services provide an opportunity for all members of the University community to experience different cultural perspectives through a wide variety of programs and services.

## Consultation and Training Services

Consultation and Training Services are concerned with the improvement of the communication and helping skills of students, faculty, and staff. Staff psychologists train student group leaders, faculty members, student interns, resident assistants, peer academic advisors, and administrative personnel in communication, listening, leadership, group dynamics, classroom management, teaching, and crisis intervention skills.

## STUDENT HEALTH SERVICE

All registered students are eligible for Student Health Service benefits under the UCI program. Student Health facilities include a complete outpatient clinic, staffed by physicians and nurses, supported by an x-ray and clinical laboratory. General medical clinics are held 9:00 a.m. to 5:00 p.m. every day during the week. Specialty medical clinics are held at variously scheduled times by appointment and include Dermatology, Gynecology, Orthopedics, and Mental Health. Emergency service is provided after regular hours and on weekends. An infirmary provides inpatient care for students who need bed care.

In addition to the campus facility, there is a basic insurance program which provides for most emergency care, surgery, and hospitalization when such care is required but not available at the Student Health Service. Each enrolled student at UCI will automatically have this basic Health and Accident Insurance plan in effect. The Student Health Service has more detailed information about this insurance plan. Students should check with the Student Health Service for information on the benefits and care under the insurance plan.

Professional counseling and help for emotional problems are available through the Mental Health Division of the Student Health Services. Psychiatric and psychological services, weight control, headache, bio-feedback relaxation training, and contraception clinics, and an extensive Health Education Center are also available.

Student Health coverage provides as many services as possible without additional charge, however, some services are available only on a fee-for-service basis. Some of the services available at moderate charges are: immunizations for overseas travel, allergy desensitization injections, prescriptions from the Student Health Pharmacy, dental services including minor surgery, elective laboratory tests, and time permitting, special physical examinations for employment, insurance, or a marriage license. Current fee schedules are available at the Student Health Center and from time to time are published in campus periodicals.

Student Health coverage extends from the first day of the quarter to the first day of the following quarter but begins only after the student has paid the full Registration Fee and has been issued the Class Verification and Identification Card. There is an exception for spring quarter coverage which extends only to the last day of that quarter.

The Student Health Service encourages preventive medicine. It supplements but does not supplant the family physician. Full and mutual cooperation between the Student Health Service and the family physician is encouraged.

Optional additional insurance for students during vacation is available at the Student Health Service.

## STUDENT CONDUCT AND DISCIPLINE

In order to make the administration of campus activities coherent and consistent, the Office of the Vice Chancellor for Student Affairs will provide the student with a handbook setting forth the standards of conduct expected of UCI students. This booklet, "Policies Applying to Campus Activities, Organizations, and Students," gives the rules concerning conduct and related matters, as established by the policies of The Regents and President of the University, as well as campus regulations. Students enrolling in the University are expected to assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. The booklet is a reinforcement of that assumption.

## ASSOCIATED STUDENTS

The Associated Students of the University of California, Irvine (ASUCI), with offices located in first-floor Gateway Commons, is composed of all registered students at UC Irvine, whose \$9.00 per quarter student fee allows this nonprofit organization to provide leadership, representation, and academic and social services.

### Services

ASUCI operates numerous student services on campus. The twice-weekly *New University* newspaper and KUCI (89.9 FM) radio provide campus media wholly funded and managed by students. For the 1974-75 academic year the Orange County Transit District bus service allowed students to travel almost anywhere in Orange County seven days a week by simply showing the bus driver their UCI student identification cards. The Experimental College features unlimited extracurricular courses, ranging from "bread baking" to "esalen massage." These noncredit innovative classes are taught by student and faculty volunteers. The Women's Center offers both women and men the opportunity for sexual consciousness-raising in an educational context. The College Legal Clinic provides free legal assistance to students on almost all matters. The ASUCI Travel Service offers charter information, booking services, and student travel identification.

Academic and organizational services include free use of IBM typewriters, low-cost document copying, free poster and banner printing, and free club mailings.

The ASUCI Ticket Office, open from 9:00 a.m. to 4:30 p.m. Monday through Friday, dispenses several business and commercial services. Tickets for on-campus and off-campus (Mutual Agency) events are

available, with those for ASUCI programs often priced nominally or free to students. The Ticket Office also handles check-cashing, distributes group plan purchasing cards (for stereos, tires, etc.), and operates the Discount Record and Tape Service.

ASUCI entertainment services offer all students varying diversions for their leisure hours. Noon concerts are held weekly in Gateway Plaza, and major concerts occur in Crawford Hall at least twice a quarter. Popular films are shown on weekends for less than a dollar, and on Monday night "Free Flicks" are presented. On weekends, one can choose the mellow, relaxed atmosphere of Patogh (pah-toe) Persian Coffee House or the boogie-down Ghetto Discotheque, both providing free live entertainment. Speakers appear periodically under ASUCI's sponsorship, with lectures covering politics, economics, humor, and humanism. Each spring Wayzgoose, the giant outdoor music festival, is held in Campus Park. These programs are operated by executive commissions, which all students are encouraged to join.

### Organization

The five executive officers of ASUCI are elected for one-year terms by the student body each spring. Their general task is the setting of goals and policy-making to achieve ASUCI's primary goal, a University wholly responsive to student needs and desires. The President handles University-wide affairs, instigates office and budgetary efficiency, and provides focal spokesmanship for the Associated Students in policy dealings with the Administration. The Executive Vice-President chairs the legislative Council, sits on the Registration Fee Advisory Committee, and supervises the Elections Commissioner. The Vice-President for Academic Services is liaison to the Academic Senate and coordinates student input in each school. The Vice-President for Administration supervises the student course evaluation booklet and directs the program through which students nominate visiting lecturers. The Vice-President for Student Services chairs the Communications Board, investigates new services, evaluates current programs, and coordinates ASUCI entertainment and publicity. The executive officers are aided by appointed commissioners who deal with Women's Affairs, the Student Lobby Annex, Housing, Innovative Projects, and more.

ASUCI policy and budgetary decisions are promulgated by the Council, which consists of the officers, representatives of each School, and students elected "at-large." Each councilperson sits on at least one sub-committee of the Council.

### Representation

The nine campus student bodies are linked together by the Student Body Presidents Council (SBPC), on which the ASUCI President serves. The SBPC has a variety of involvements, including advisement to The Board of Regents and selection of the student Regent, appointment of students to state-wide University committees, and direction of the UC Student Lobby through which student interests are promoted in Sacramento and Berkeley (University Hall).

On the Irvine campus, students are encouraged to participate in and are appointed to serve on the Chancellor's Advisory, ad hoc Academic Senate, and campus administrative committees.

### **Involvement**

ASUCI's primary goal is to further the control by students over their own curricula, funds, and administration. All students concerned about academics, services, representation, or entertainment can reach their Council representative or the executive officers at ASUCI, Gateway Commons, 833-5547.



*An informal portrait of James Irvine and friends.*

# Schools and Departments



*James Irvine posing during a bicycle trip taken in 1885 from San Francisco to San Diego.*



*Descendants of Gabrielino Indians, believed to have occupied the area 2,000 years ago, hike past marker at the hub of the original 1,000 acres donated to The Regents by The Irvine Foundation.*

# School of Biological Sciences

Howard A. Schneiderman  
*Dean*

The School of Biological Sciences reflects new concepts of biology in both its curriculum and its research programs. The faculty is dedicated to providing students with the opportunity to avail themselves of the principles and ever-increasing knowledge of the facts of biology. The curriculum is designed to meet present and future educational needs of majors and nonmajors. In keeping with the responsibilities of the University, the School encourages vigorous faculty and student research programs. It strongly believes that excellence in research is essential for effective, enthusiastic, and up-to-date teaching.

Of special importance to high school students desiring to enter the program in biological sciences is the recommendation to complete high school chemistry, mathematics through trigonometry, physics, and four years of English in addition to the required courses for entrance to the University.

The undergraduate program of the School serves both as a preprofessional major for students planning careers in the biological and biomedical sciences and as a liberal arts major for an increasing number of students who seek a scientific education. The program is designed to provide a broad academic base suitable for many careers. Graduates have found their way into a number of professions including biological and biomedical research, teaching, the health professions, environmental management, marine technology, agriculture, law, and other applied fields. It is a rigorous and rewarding program which requires a serious commitment from its students. It can also help students discover their capabilities.

The School offers majors and nonmajors the opportunity to study man and the environment, the control of development, the nature of learning and memory, the mechanism of gene action, and other central problems of contemporary science. The undergraduate program presents the biological sciences as an integrated area of study. It includes a central Core program, which develops the major concepts of biology, and satellite courses which allow for specialization. Introductory courses for nonmajors are designed to make the biological sciences meaningful and interesting and to inform intelligent citizens of biological phenomena that affect their daily lives. Graduate courses are offered in all the departments.

Students who are interested in a career in administration and who have completed all of the course requirements for a degree in the biological

sciences may apply to the Graduate School of Administration for their "three-two" year program. During their senior year, they will take courses in administration which will count toward the 180 elective units needed to receive a Bachelor's degree. Upon successful completion of the required units, usually at the conclusion of the first year in the graduate program, the Bachelor of Science degree in the Biological Sciences will be awarded.

Every undergraduate student in the School of Biological Sciences has the opportunity to do independent research in a professor's laboratory as an apprentice scientist. On pursuing research under the guidance of a senior scientist, the student is able to experience the challenge and excitement of the world of science and to develop new scientific skills. This activity may commence as early as the sophomore year or, in the case of exceptional students, earlier.

The success of our program can be measured in terms of the number of undergraduate research papers which are accepted by scientific journals and also published in our "Journal of Undergraduate Research in the Biological Sciences."

Special research resources include: the Museum of Systematic Biology, a teaching and research facility which presently contains material on local populations of plants, invertebrates, and vertebrates; the Center for Pathobiology, devoted to analyzing normal and pathological development of insects and other invertebrates by genetic and biochemical techniques; The Irvine Arboretum, a botanic garden facility, envisaging the treatment of the whole campus under scientific management; the San Joaquin Freshwater Marsh Reserve, which supports coastal marsh biota; and the UCI Ecology Preserve, which includes coastal hills on the campus, once under heavy grazing, but now returning to a more natural state. Both the Museum and the Center for Pathobiology support a combined library with extensive holdings. The School, through the Marine Biology Coordinating Committee, is developing marine research and teaching facilities. Some of the facilities are maintained in lower Newport Bay. A marine biological laboratory has been constructed on Santa Catalina Island as a joint universities' project under the administrative direction of the Allan Hancock Foundation of the University of Southern California. It is important to note that the School has access to the College of Medicine on our campus, thereby providing an opportunity for the sharing of both teaching and research activities. Many faculty members hold appointments in both schools. Many students in the School of Biological Sciences pursue individual research in the College of Medicine.

In addition to the above research opportunities, there are freshman, sophomore, and junior seminars which enable students to meet in small groups with individual professors. Also, through the education motivation and tutoring programs, students can immediately put to practice skills they have learned in their biology training.

The School of Biological Sciences welcomes student participation in all

of its activities. An exciting and integral part of the School is the Biological Sciences Student Association, an autonomous student group which provides additional liaison between administration, faculty, and students. Some of its activities include interaction of students and faculty in academic and social functions, evaluation of faculty and courses, nomination of Nobel Laureates as visiting lecturers, initiation and implementation of new courses, motivation programs for elementary and high school minority students, and conservation awareness programs. In addition, a course on preparing for professional school examinations has been implemented. The Chicanos for Creative Medicine and the Black Students in Science Organization have been organized for all interested students. Full information on student organizations is available in the Biological Sciences Office of Student Affairs in 201 Steinhaus Hall.

### **Advisors and Advising Systems**

Every undergraduate student in the School of Biological Sciences is responsible for selecting, with the assistance of a faculty advisor, a program of study consistent with the scholarship and degree regulations of the Irvine Division of the Academic Senate. The Biological Sciences Student Affairs Office coordinates the advising program and provides special services particularly in the area of preprofessional counseling. Peer advising is an integral part of our advising program. All freshmen will be enrolled in small group freshman seminars (Biological Sciences 2). All other new students will be enrolled in special sections of Biological Sciences 190. The professor conducting the seminar will be the student's faculty advisor. Upper-division peer advisors will be actively involved in these seminars.

### **Research Enrichment Program**

The REP is open to highly qualified freshmen and sophomores who are planning a career in either health or life science research. The program offers the students special seminars, training in general biological laboratory techniques, and the opportunity to conduct original research and discuss their research with their peers and research advisors. Invitation into the program will be based on the quality of a written essay, overall academic record, and an interview.

### **Degrees Offered in the School**

Biological Sciences . . . . . B.S., M.A.T., M.S., Ph.D.  
with opportunities to specialize in Developmental and Cell Biology, Molecular Biology and Biochemistry, Population and Environmental Biology, and Psychobiology. A concentration in Medical Microbiology is available for advanced degree candidates only.

### **Honors**

Of the graduating seniors, approximately 12% may receive honors: 1% *summa cum laude*, 3% *magna cum laude*, and 8% *cum laude*. The selection for these awards is based on rank-ordered grade point averages.

Those students who graduate with an overall grade point average of 3.5 or better while carrying three or more graded courses per quarter for a minimum of six quarters will have their names inscribed on a permanent plaque in Steinhaus Hall. Special Dean's Honors may also be awarded to graduating seniors who have distinguished themselves by their service to the School, the University, or their community.

In addition to the above honors, students interested in research have an opportunity to work towards Honors in Research in the biological sciences. In this program students take research courses, numbered 199, culminating in their senior year with a presentation of original research to the faculty and their peers. With successful completion of this program the students are awarded seals indicating that they have received honors in the biological sciences.

A Biological Sciences Honors Convocation is held annually during the spring, at which time several honors and awards are presented to the recipients. The Edward A. Steinhaus Memorial Award is given to an outstanding graduate teaching assistant chosen by a committee composed of undergraduate students, faculty members, representatives from the administration, and Mrs. Steinhaus. The Jayne Unzelman Scholarship is presented to an undergraduate student who has shown academic excellence and been of service to the School of Biological Sciences and/or the University, and to the community. The Lawrence J. Mehlman Prize is awarded to an undergraduate student in the School of Biological Sciences who has demonstrated outstanding achievement in both scholarship and in service to the School.

A quarterly Dean's List is composed of students who have received a 3.5 grade point average while carrying a minimum of twelve graded units.

## Requirements for the Bachelor of Science Degree

University Requirements: See page 28.

### School Requirements

Biological Sciences Core Curriculum (101A-B-C-D-E-F-G, 101LA-B-C-D-E-F); minimum of three satellite courses; Chemistry 1A-B-C, 1LA-B-C; Chemistry 51A-B-C, 51LA-B-C; Mathematics 2A-B-C or 2A-B and one quarter statistics; Physics 3A-B-C, 3LA-B-C or 5A-B-C, 5LA-B-C; and Humanities 1A-B-C or English 28A-B-C plus an approved series of three interrelated courses in some humanistic area. One set from the following sets of courses may be taken along with English 28A-B-C to satisfy the Humanities requirement: 1) Comparative Literature 50A-B-C; 2) Philosophy 20A-B-C; 3) History 29A-B-C; 4) any three language courses in ascending order, *or* any three literature courses in one language, *or* any three literature courses in translation in one department: any of the above to be selected from the Department of German and

Russian; French and Italian; Spanish and Portuguese; or Classics; 5) three or four interdepartmental series of interrelated courses, which may vary from year to year. Students may check in the Biological Sciences Student Affairs Office, 201 Steinhaus Hall, for further clarification.

*Transfer students who have completed one year of acceptable college level English Composition and Literature and one year of history, philosophy, literature, or a foreign language are exempted from the Humanities requirement. Effective with students who are freshmen at any university or college in the fall, 1975, only calculus-based physics will be acceptable for a degree in the Biological Sciences.*

### **Planning a Program of Study**

Students have an opportunity at UCI to develop their own programs and decide what areas they want to study and how to go about attaining their goals.

Since biological sciences courses are built upon a base of the physical sciences, it is important for students to take their required physical sciences early.

Freshmen will normally take eight units of the Humanities requirement, Chemistry 1A and 1LA; and a freshman seminar (Biological Sciences 2) during the fall quarter. Depending on academic progress, additional courses may possibly be added in the winter and spring quarters.

Sophomores continue with their chemistry, begin or continue their Biological Sciences Core, and complete the Humanities requirement if they have not taken it during their freshman year. Sophomores often begin taking courses in other schools to meet the UCI breadth requirement.

During their junior year, most majors complete their Biological Sciences Core and take physics. Juniors complete their breadth requirements and often become involved in the satellite course requirements. Since most satellites are based upon information contained in the Core, it is usually preferable for students to have completed most of the Core before taking the satellites.

Finally, during their senior year, students become involved in an area of specialization within the School.

A main facet of the program in biological sciences is research. Many of our undergraduate students participate in research through our 199 program and through our Research Enrichment Program. Interested students should investigate the possibilities for research early, so that they can obtain a great deal of research experience, if they so desire, before they graduate. Although we do not require training in a foreign language, some areas of research demand that students possess language skills; for example, it is not possible to become expert in botany with-

out a knowledge of German. Students are, therefore, encouraged to discuss foreign language needs with their advisors to see if such training is important for their own careers.

Advising for research careers in the biological sciences is best accomplished by students working together with their faculty advisors. Students who desire careers in research are urged to begin 199 research training as soon as possible.

Many of our students desire a career related to their education in the biological sciences. Students can go into medicine, dentistry, optometry, podiatry, veterinary medicine, and related medical fields, into teaching, and into research in the biological sciences. In properly preparing for such careers, planning is essential early in a student's education. Students interested in certain areas of the health sciences (e.g., physical therapy, medical technology) may receive some of their prerequisites at Irvine but may find it advisable to enroll at an institution which offers degrees in these areas.

Leaders in dental, medical, and veterinary education recommend that students preparing to seek admission to their schools plan to obtain a Bachelor's degree. Rather than requiring specific courses, many dental and medical schools now prefer that their students come to them with the type of basic training in the biological sciences (with prerequisites in physical sciences, social sciences, and humanities) offered at Irvine.

Premedical students and other students desiring to enter the health sciences should have their programs checked in the Biological Sciences Student Affairs Office, 201 Steinhaus Hall. They should also check deadlines for taking the Medical College Admission Test or other required tests which should be taken in the spring of the junior year.

The Medical College Admission Test, required by all medical schools, is administered in May and September of each year on the Irvine campus. Opportunities for studying for this test are available.

The Irvine tradition is that students are responsible for designing their own programs. However, all students are urged to see their faculty advisors at least once each quarter, particularly before enrolling for the fall quarter.

### **Recommended Programs**

There are many different routes students may elect to reach their goals. Students should consult with their advisors for possible alternate routes after the first quarter. In order to obtain a Bachelor's degree in four years, students are required to average fifteen units per quarter.

No student may enter as a double major, but students interested in other areas may possibly become double majors after the first quarter, if the second school approves. A strong academic performance in the second area is requisite for acceptance as a double major.

## Sample Program

FRESHMAN <sup>a</sup>		SOPHOMORE	JUNIOR	SENIOR
<b>Fall</b>	<b>Units</b>			
Gen. Chem. 1A, LA	5	Org. Chem. 51A, LA	Bio. 101D, LD	Bio. 101G
Human. 1A <sup>b</sup>	8	Bio. 101A, LA	Physics 3A, LA <sup>c</sup>	Bio. satellite
Bio. 2 (Fr. Sem.)	<u>1</u>	Math 2A	Bio. satellite <sup>f</sup>	Research
	14	Elective <sup>d</sup>	Elective	Elective
<b>Winter<sup>c</sup></b>				
Gen. Chem. 1B, LB	5	Org. Chem. 51B, LB	Bio. 101E, LE	Research
Human. 1B	<u>8</u>	Bio. 101B, LB	Physics 3B, LB	Electives
	13	Math 2B	Bio. satellite	
		Elective	Elective	
<b>Spring</b>				
Gen. Chem. 1C, LC	5	Org. Chem. 51C, LC	Bio. 101F, LF	Research
Human. 1C	<u>8</u>	Bio. 101C, LC	Physics 3C, LC	Electives
	13	Math 2C or 7	Bio. satellite	
		Elective	Elective	

<sup>a</sup>Exceptionally qualified students with a strong interest in the physical sciences should plan to take calculus in their freshman year and defer half the Humanities requirement to their sophomore year.

<sup>b</sup>Students may replace Humanities 1A-B-C with English 28A-B-C plus an approved series of courses in humanities. (See School Requirements.) Students will normally complete the Humanities requirement in their freshmen year. Students who are required to satisfy Subject A must defer English 28A-B-C to their sophomore year.

<sup>c</sup>Students who perform with a high degree of excellence in the fall of their freshman year may elect to start the Biological Sciences Core in the winter quarter.

<sup>d</sup>Electives should be chosen with the following purposes in mind: UCI breadth requirements; students' own breadth; preprofessional training.

<sup>e</sup>Physics 3A-B-C is the course for nonmajors and is fully acceptable for a degree in the Biological Sciences. Physics 5A-B-C, which begins in the winter quarter, better prepares a student to take Physical Chemistry 130A-B-C or 131A-B-C and for some graduate programs.

<sup>f</sup>In addition to our listed biological sciences satellite courses, Engineering 124A-B and Chemistry 130A-B-C or 131A-B-C are counted as satellites.

### Electives

Students interested in the health sciences should choose electives in the social sciences, possibly a foreign language, quantitative analysis, physical chemistry, or other specific courses required or recommended by graduate schools. Students planning a career in elementary or secondary teaching may choose electives among education courses in their junior and senior years.

### UCI Breadth Requirement

The UCI breadth requirement is satisfied by taking twenty-four units in a school outside the student's major, an additional twelve units in a second school, and twelve more units in a third school. Biological

Sciences majors automatically fulfill twenty-four units by required courses in the physical sciences and another twelve units are more than satisfied by courses required in the humanities. Students, therefore, must take the additional twelve units in another school on the campus; for example:

Fine Arts: History of Art 40A-B-C, Music 20, or any twelve units of Fine Arts

Social Sciences: Anthropology 2, Psychology 7, Sociology 8

By petition only, courses may be taken from Comparative Culture, Information and Computer Science, and Social Ecology.

#### **Terrestrial Ecology Super Course**

For the winter quarter of odd years, Biological Sciences 167 (Field Ecology), 172 (Physiological Plant Ecology), and 173 (Physiological Animal Ecology), or a similar grouping, will be combined into a Terrestrial Ecology Super Course. This course, with a 199 research course, will constitute a student's entire spring quarter curriculum.

## **GRADUATE PROGRAMS**

The School of Biological Sciences offers programs in a wide variety of fields ranging across the spectrum of the biological sciences. The four Departments of the School of Biological Sciences (Developmental and Cell Biology, Molecular Biology and Biochemistry, Population and Environmental Biology, and Psychobiology) and the Department of Medical Microbiology, a Department in the UCI College of Medicine, operate graduate programs under the administration of the School of Biological Sciences. The organization of the departments encourages an interdisciplinary approach to scientific problems, especially at the graduate level.

All programs lead to the degrees of Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in the Biological Sciences. Each Department has a graduate advisor whom students may consult in regard to the technical details of their individual programs.

Applications for admission to graduate study are evaluated both by the Graduate Division and by the School or the Department to which the student has applied on the basis of letters of recommendation, Graduate Record Examination scores, grades, and other qualifications of the applicant. Candidates for graduate admission are urged to consult the Department(s) whose faculty and expertise best fit their interests.

### **Master of Science and Doctor of Philosophy in the Biological Sciences**

While both the Master of Science and Doctor of Philosophy programs are offered, emphasis at the graduate level is on the Ph.D. programs.

Most training takes place within one of the departments, although full facilities and curricular offerings are available to all graduate students in all departments of the biological sciences. Interdisciplinary study and research are encouraged.

Students are expected to maintain a "B" average at all times, attain the Master's degree in two years, and attain the Ph.D. in four years. A Master's degree, however, is not a prerequisite for the Ph.D. degree.

Each new student is assigned a faculty member as a temporary advisor. During the first part of the initial year of graduate work, the student plans an academic program in consultation with the graduate advisor or a small committee. Faculty advisors are changed if the specific interests of the student change. Students are encouraged to consult with other faculty members with regard to their research and academic interests.

In addition to their own research and the seminars and colloquia required by the individual departments, all graduate students receive guided teaching experience. During their graduate training all students will serve some time as teacher apprentices under the direction of advanced teaching assistants and faculty. Advanced graduate students may work closely with faculty in the planning and execution of the teaching program. The amount and exact nature of the teaching experience varies with the department.

### **Master of Science**

**Plan I: Thesis Plan** — The student completes seven upper-division or graduate courses including a minimum of five nonresearch courses. The student then presents a thesis based upon research done while in the School.

**Plan II: Comprehensive Examination Plan** — The student completes a minimum of nine upper-division and graduate courses. At least five must be graduate courses (numbered 200-299) in the student's field of specialization. This program is terminated with a comprehensive final examination.

### **Doctor of Philosophy**

**First Level of Competence** — The student attains this level by completing oral or written examinations at the discretion of the department.

**Second Level of Competence** — This level is attained by passing an examination dealing with the student's particular interests. A committee for the purpose of administering this examination is appointed by the Dean of the Graduate Division.

Once this examination is completed, the student is advanced to candidacy for the degree and is considered to have formally begun dissertation research. The student submits a dissertation on this research and defends it at an oral examination during the final year of graduate study.

## SCHOOL OF BIOLOGICAL SCIENCES FACULTY

- Howard A. Schneiderman, Ph.D. Harvard University, *Dean of the School of Biological Sciences, Director of the Center for Pathobiology, and Professor of Biological Sciences*
- Daniel L. Wulff, Ph.D. California Institute of Technology, *Associate Dean of the School of Biological Sciences and Professor of Biochemistry*
- Rosevelt L. Pardy, Ph.D. University of Arizona, *Assistant Dean of the School of Biological Sciences and Lecturer in Biological Sciences*
- Joseph Arditti, Ph.D. University of Southern California, *Associate Professor of Biological Sciences*
- Stuart M. Arfin, Ph.D. Yeshiva University, Albert Einstein College of Medicine, *Assistant Professor of Biochemistry*
- Edward R. Arquilla, M.D., Ph.D. Western Reserve University, *Chairman of the Department of Pathology and Professor of Pathology*
- Peter R. Atsatt, Ph.D. University of California, Los Angeles, *Associate Professor of Biological Sciences*
- Kenneth M. Baldwin, Ph.D. University of Iowa, *Assistant Professor of Physiology*
- Ernest A. Ball, Ph.D. University of California, Berkeley, *Professor of Biological Sciences*
- Albert F. Bennett, Ph.D. University of Michigan, *Assistant Professor of Biological Sciences*
- Michael W. Berns, Ph.D. Cornell University, *Chairman of the Department of Developmental and Cell Biology and Associate Professor of Biological Sciences*
- Hans R. Bode, Ph.D. Yale University, *Assistant Professor of Biological Sciences*
- Peter J. Bryant, Ph.D. University of Sussex, *Associate Professor of Biological Sciences*
- Susan V. Bryant, Ph.D. University of London, *Assistant Vice Chancellor for General Administration – Academic Affairs and Assistant Professor of Biological Sciences*
- Richard D. Campbell, Ph.D. The Rockefeller University, *Professor of Biological Sciences*
- F. Lynn Carpenter, Ph.D. University of California, Berkeley, *Assistant Professor of Biological Sciences*
- Jeffrey L. Clark, Ph.D. University of Chicago, *Assistant Professor of Biochemistry*
- Carl Cotman, Ph.D. Indiana University, *Professor of Psychobiology*
- Dennis D. Cunningham, Ph.D. University of Chicago, *Associate Professor of Microbiology*
- Rowland H. Davis, Ph.D. Harvard University, *Professor of Biological Sciences*
- Peter S. Dixon, Ph.D. University of Manchester, *Professor of Biological Sciences*
- Donald E. Fosket, Ph.D. University of Idaho, *Associate Professor of Biological Sciences*
- Roland A. Giolli, Ph.D. University of California, Berkeley, *Professor of Psychobiology and Anatomy*

- Marion Goldsmith, Ph.D. University of Pennsylvania, *Assistant Professor of Biological Sciences*
- Charles N. Gordon, Ph.D. New York University, *Assistant Professor of Biochemistry*
- Gale A. Granger, Ph.D. University of Washington, *Professor of Immunology*
- Noelle A. Granger, Ph.D. Case Western Reserve University, *Lecturer in Biological Sciences*
- Gerald A. Greenhouse, Ph.D. City University of New York, *Assistant Professor of Anatomy*
- Peter F. Hall, Ph.D. University of Utah, M.D. University of Sydney, *Chairman of the Department of Physiology and Professor of Physiology*
- Barbara Ann Hamkalo, Ph.D. University of Massachusetts, *Assistant Professor of Biological Sciences*
- G. Wesley Hatfield, Ph.D. Purdue University, *Associate Professor of Microbiology*
- Sidney Hayes, Ph.D. Oregon State University, *Assistant Professor of Microbiology*
- Patrick L. Healey, Ph.D. University of California, Berkeley, *Associate Professor of Biological Sciences (on leave)*
- George L. Hunt, Ph.D. Harvard University, *Assistant Professor of Biological Sciences*
- Kenneth H. Ibsen, Ph.D. University of California, Los Angeles, *Associate Professor of Biochemistry*
- Robert K. Josephson, Ph.D. University of California, Los Angeles, *Professor of Biological Sciences and Psychobiology*
- Keith E. Justice, Ph.D. University of Arizona, *Dean of Special Programs, and Associate Professor of Biological Sciences and Information and Computer Science*
- Herbert P. Killackey, Ph.D. Duke University, *Assistant Professor of Psychobiology*
- David T. Kingsbury, Ph.D. University of California, San Diego, *Assistant Professor of Microbiology*
- Harold Koopowitz, Ph.D. University of California, Los Angeles, *Assistant Professor of Biological Sciences*
- Stuart M. Krassner, Sc.D. The Johns Hopkins University, *Associate Dean of the Graduate Division and Professor of Biological Sciences*
- Howard M. Lenhoff, Ph.D. The Johns Hopkins University, *Professor of Biological Sciences*
- Paul Leviton, Ph.D. University of Washington, *Lecturer in Population and Environmental Biology*
- Mark M. Littler, Ph.D. University of Hawaii, *Associate Professor of Biological Sciences*
- Gary Stephen Lynch, Ph.D. Princeton University, *Professor of Psychobiology*
- Richard E. MacMillen, Ph.D. University of California, Los Angeles, *Professor of Biological Sciences*
- Jerry E. Manning, Ph.D. University of Utah, *Assistant Professor of Biochemistry*

- Gordon A. Marsh, B.S. University of California, Berkeley, *Director of the Museum of Systematic Biology and Lecturer in Biological Sciences*
- James L. McGaugh, Ph.D. University of California, Berkeley, *Vice Chancellor – Academic Affairs and Professor of Psychobiology*
- Calvin S. McLaughlin, Ph.D. Massachusetts Institute of Technology, *Professor of Biochemistry*
- Kivie Moldave, Ph.D. University of Southern California, *Chairman of the Department of Biological Chemistry and Professor of Biochemistry*
- Harris S. Moyed, Ph.D. University of Pennsylvania, *Associate Dean of Academic Affairs, College of Medicine and Professor of Microbiology*
- Garth Nicholson, Ph.D. University of California, San Diego, *Professor of Biological Sciences*
- Ernest P. Noble, Ph.D. Oregon State University, M.D. Case Western Reserve, *Professor of Psychobiology, Psychiatry & Human Behavior, and Medical Pharmacology & Therapeutics*
- William D. Nunn, Ph.D. City University of New York, *Assistant Professor of Biochemistry*
- Jerry L. Osborne, Ph.D. University of California, Davis, *Assistant Professor of Physiology*
- Dennis Piszkwicz, Ph.D. University of California, Santa Barbara, *Assistant Professor of Biochemistry*
- Donald J. Raidt, Ph.D. University of Kansas, *Assistant Professor of Microbiology*
- Philip W. Rundel, Ph.D. Duke University, *Associate Professor of Biological Sciences*
- Gerald B. Sinykin, M.D. University of Minnesota, *Director of Student Health Services and Lecturer in Biological Sciences*
- Wendell M. Stanley, Jr., Ph.D. University of Wisconsin, *Associate Professor of Biochemistry*
- Arnold Starr, M.D. New York University, *Associate Professor of Psychobiology and Medicine*
- Grover C. Stephens, Ph.D. Northwestern University, *Professor of Biological Sciences*
- Betsy M. Sutherland, Ph.D. University of Tennessee, *Assistant Professor of Molecular Biology*
- John C. Sutherland, Ph.D. Oak Ridge National Laboratory and Georgia Institute of Technology, *Assistant Professor of Physiology*
- Paul S. Sypher, Ph.D. Yale University, *Chairman of Medical Microbiology and Professor of Microbiology*
- Krishna K. Tewari, Ph.D. Lucknow University, *Associate Professor of Biochemistry*
- Richard F. Thompson, Ph.D. University of Wisconsin, *Professor of Psychobiology*
- Marcel Verzeano, M.D. University of Pisa Medical School, *Professor of Psychobiology*
- Edward K. Wagner, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Virology*

Robert C. Warner, Ph.D. New York University, *Chairman of Department of Molecular Biology and Biochemistry and Professor of Biochemistry*

Jack C. Waymire, Ph.D. Ohio State University, *Assistant Professor of Psychobiology*

Norman M. Weinberger, Ph.D. Western Reserve University, *Chairman of the Department of Psychobiology and Professor of Psychobiology*

Richard E. Whalen, Ph.D. Yale University, *Professor of Psychobiology*

Stephen H. White, Ph.D. University of Washington, *Vice Chairman of Physiology and Assistant Professor of Physiology*

Clifford A. Woolfolk, Ph.D. University of Washington, *Associate Professor of Microbiology*

Pauline I. Yahr, Ph.D. University of Texas, *Assistant Professor of Psychobiology*

While professors have their homes in one of the departments within the School, each professor is actively engaged in teaching and research with undergraduate students. For specific areas of interest, see listings under the various departments: Developmental and Cell Biology, page 129; Molecular Biology and Biochemistry, page 132; Population and Environmental Biology, page 135; Psychobiology, page 137; Medical Microbiology, page 141.

## UNDERGRADUATE COURSES IN BIOLOGICAL SCIENCES

Undergraduates have the opportunity to concentrate in several areas of biology which may be defined by taking a series of related courses in the School. Examples of these areas and courses involved are listed below.

Animal Physiology: 163, 173, 188

Behavior: 157, 158, 159, 174

Biochemistry: Molecular Biology 204, 205A-B, 207; offered by the Department of Chemistry: Chemistry 130A-B-C or 131A-B-C.

Cell Biology: 129, 144A-B, 161

Developmental Biology: 136, 137C, 145, 148, 149

Ecology: 165, 166, 167, 169, 171, 179, 185, 186

Entomology: 149, 150, 177, 188

Genetics: 137A, 137B, 137C, 170

Marine Biology: 169, 175, 176, 178, 179, 180, 181

Microbiology: 121, 122, 124 – These three satellite courses (which may also be taken independently) offered in the fall (122), winter (121) and spring (124) serve as an organized one-year sequence in the basic microbiological sciences and have been designed to meet the requirements of professional schools in the topic areas. Seniors may begin the series without having completed the 101F prerequisite.

Plant Sciences: 132, 134, 171, 172, 175

Neurophysiology: 153, 154, 156, 160, 161, 162, 163, 164

## Courses for Nonmajors

Nonmajors may also take other courses for which they have the prerequisites.

### 1 Fundamentals of Modern Biology

A group of courses which, along with Biological Sciences 103A and 103B, provides the nonmajor with a fundamental knowledge of biology. Each course is an independent unit, with no prerequisites. Students may take any combination of courses within the collection.

#### 1A Physiology (5) F

Lecture, three hours; laboratory, one and three-fourths hours. How animal cells and animals work, with special attention to the structure and function of the human body. Formerly Biological Sciences 1B.

#### 1B Molecular Biology (4) W

Lecture, three hours. The molecules of life, with emphasis on medical applications. Formerly Biological Sciences 10.

#### 1C Populations and Environment (4) S

Lecture, three hours. Principles of ecology: application to populations, communities, ecosystems, and humans. Formerly Biological Sciences 11.

#### 1D Human Development and Genetics (4) F

Lecture, three hours. Examination of human reproduction and embryonic fetal and postnatal development. Problems of birth defects, teratogenesis, cancer, and aging in relation to their genetic basis. Possibilities and consequences of man's intervention in developmental and evolutionary processes. Formerly Biological Sciences 116.

#### 1E Botany (5) W

Lecture, three hours; laboratory, three hours. Flowering plants considered in terms of their structure and function. These will be related to their roles in ecology and human needs. Formerly Biological Sciences 67.

### 12 Southern California Flora: Natural History, Ecology, and Economic Botany (4) S

Lecture, three hours; laboratory/discussion, two hours. Introduction to natural plant communities of California, plant identification, and economic use and abuse of native plants. Recognition of common native edible and poisonous species and economic uses of a much broader range of plants.

### 103A-B-C Biological Bases of Human Behavior

Lecture, three hours. An introduction to the biological bases of human behavior which consists of three courses forming a one-year sequence. There are no prerequisites to any of the courses, but it is recommended that they be taken in sequence in order to provide maximum continuity of subject material.

#### 103A The Evolution and Development of Behavior (4) F

A consideration of mankind's heritage from a biological perspective. The evolution of the behavior of animals and of man and woman as seen from genetic and historical perspectives.

#### 103B The Brain and Behavior (4) W

Consideration of the brain mechanisms underlying psychological processes, including consciousness and sleep, sex, hunger, perception, learning, memory, and language.

#### 103C The Biology of Behavior Disorders (4) S

Consideration of current facts and theories regarding mental illness, brain damage, sexual deviance, violence, and intellectual functioning.

## Courses for Both Majors and Nonmajors

### 1E Botany (5) W

See description above.

### 46 Problems in Ecology (4) W

Lecture, one hour; seminar, two hours. Examination of selected areas in ecology, the stability of ecosystems, species diversity, and population regulation. Students will prepare summaries of the literature for class presentation. Prerequisite: consent of instructor.

### 60 Horticultural Sciences (4) F, S, Summer

Lecture, three hours; field, three hours. Theory and practice of plant culture. Basic aspects of plant structure and function, soil science, plant pathology, plant pests and irrigation, and the applied aspects of horticulture. Plant cultivation in a garden plot.

### 61 Horticultural Sciences Field (2) F, W, Summer

Continuation of field work begun in previous quarter. Prerequisite: completion of Biological Sciences 60. May not be repeated for credit.

### 71 Introduction to Human Physiology (4) Summer

Lecture, three hours. The respiratory, cardiovascular, excretory, digestive, and autonomic nervous systems with final emphasis on the functioning unity of the interacting systems of the human body.

### 78 Health (4) F, S

Lecture, three hours. Lectures by eminent scientists and discussion on subjects relating to the basic current issues in health areas. Topics will vary from year to year. Pass/Not Pass only.

### 81 Biology and Public Policy (4) W

Lecture, two hours; discussion, one hour. Relation between biology and biological scientists and the formulation and execution of public policies. Topics include population, delivery of health care, pollution. Prerequisite: one year of biology, or one year of social science, or consent of instructor.

### 83 Plants and Man Today (4) Summer

Lecture, six hours. Introduction to the plant kingdom and exploration of the numerous ways plants and animals, including man, interact.

## Core Curriculum

Biological Sciences Lectures 101A-B-C-D-E-F-G and Laboratories 101LA-B-C-D-E-F required of all biological sciences majors. Exception: Transfer students, who have successfully completed one or more years of college biology, should consult with our Student Affairs Office for possible exemption from the first year of the Core. Lecture, three hours; laboratory, three hours. With exception of 101F, lecture and laboratory must be taken together.

### 101A Evolutionary Biology (4) F, W, Summer

Lecture. Introduction to the diversity of plant and animal life and the origin of this diversity. Prerequisite: concurrent enrollment in or completion of Chemistry 1A-B-C.

### 101LA Evolutionary Biology Laboratory (1) F, W, Summer

Prerequisite: concurrent enrollment in Biological Sciences 101A.

### 101B Developmental and Cell Biology (4) W, S

Lecture. The basic concepts of cell biology will be treated in terms of the developing organism. Gametogenesis, fertilization, embryonic determination and

differentiation, morphogenesis, organogenesis, and the genetic control of plant and animal development will be discussed. The structure and function of the various organelles will be examined in the context of their developmental concepts. Prerequisite: Biological Sciences 101A.

**101LB Developmental and Cell Biology Laboratory (1) W, S**

Prerequisite: concurrent enrollment in Biological Sciences 101B.

**101C Physiology (4) F, S**

Lecture. The major functional features of plants and animals relevant to their survival. The principal focus of discussion is the whole organism and its constituent organs and organ systems; functional attributes of cells are introduced as required. Discussion of neurophysiology and behavior is deferred to 101D. Prerequisite: Biological Sciences 101B.

**101LC Physiology Laboratory (1) F, S**

Prerequisite: concurrent enrollment in Biological Sciences 101C.

**101D Psychobiology (4) F, W, Summer**

Lecture. Consideration of the evolution of behavior, including ethological and psychological aspects and an analysis of the neuroanatomical, neurochemical, neurophysiological, and neuroendocrine systems underlying basic behavioral processes. Prerequisite: Biological Sciences 101C.

**101LD Psychobiology Laboratory (2) F, W, Summer**

Prerequisite: concurrent enrollment in Biological Sciences 101D.

**101E Ecology (4) F, W**

Lecture. Basic ecological principles and their relevances at the several levels of organization: individuals, populations, communities, and ecosystems; interactions of these levels with the physical and biotic environments. Prerequisite: Biological Sciences 101C.

**101LE Ecology Laboratory (2) F, W**

Prerequisite: concurrent enrollment in Biological Sciences 101E.

101F Biochemistry and 101G Molecular Biology form a continuous sequence covering modern biochemistry and molecular biology.

**101F Biochemistry (4) W, S**

Structure and properties of proteins; major biochemical pathways and the mechanisms for their control. Prerequisite: completion of or concurrent enrollment in Chemistry 51B.

**101LF Biochemistry Laboratory (2) W, S**

Experiments on the properties of enzymes and on the culture and isolation of mutants of microorganisms. Prerequisite: concurrent enrollment in or completion of Biological Sciences 101F.

**101G Molecular Biology (4) F, S**

Biochemistry and replication of nucleic acids; molecular genetics; protein biosynthesis; genetic code; regulation of expression of genetic information; biochemical evolution. Prerequisite: Biological Sciences 101F.

## Satellite Courses

**121 Immunology with Hematology (4) W**

Lecture, three hours; discussion, one hour. Survey course designed to cover the general concepts important in immunology. Discussion of antibodies, antigens, antigen-antibody reactions, cells and tissues of the lymphoreticular and hematopoietic systems, and the individual and collective components of

the cell-mediated and humoral immune response. Prerequisite: Biological Sciences 101F or consent of instructor.

**122 General Microbiology (4) F**

Lecture, three hours; discussion, one hour. Comparative metabolism of small molecules and cell structure and relationship to microbial classification. Macromolecule synthesis and regulation, sporulation, cell division, growth, and effect of antibiotics. Prerequisite: Biological Sciences 101F.

**122L General Microbiology Laboratory (4) F**

Laboratory, nine hours. Selective isolation of wide variety of microbial types. Characterization and identification by morphological and comparative nutritional and biochemical approaches. Exploitation for use in industrial, medical, and biological research applications. Prerequisites: concurrent enrollment in Biological Sciences 122 and consent of instructor.

**123 Biophysical Chemistry (4) S**

Lecture, three hours; discussion, one hour. Determination of the structure and properties of molecules and biological macromolecules using spectroscopic, hydrodynamic, thermodynamic, and radiation scattering methods. Same as Chemistry 130C. Prerequisite: Chemistry 130B or 131B.

**124 Virology (4) S**

Lecture, three hours. Infective cycle, growth, reproduction and host interrelationships of animal viruses. Molecular effects of virus infection in cells and animals and the relation between virus infection and cancer. Prerequisite: Biological Sciences 101F.

**124L Virology Laboratory (4) S**

Laboratory, six hours. Selected students may participate in the laboratory portion of Biological Sciences 124. Prerequisites: concurrent enrollment in Biological Sciences 124 and consent of instructor.

**125 Radiation Biology (4) W**

Lecture, three hours. Effects of ionizing and ultraviolet radiation on biological molecules, cells, and organisms. Generation and absorption of radiation. Types of radiation damage and their repair. Effects of radiation on man and the environment. Prerequisite: Biological Sciences 101G.

**126 Biological Electron Microscopy (4) F**

Lecture, three hours. Theory and practice of electron microscopy with emphasis on applications to the study of cell structure and function. Prerequisite: Biological Sciences 101C.

**128 Vertebrate Anatomy (4) Summer**

Lecture, three hours. Exploration of the gross anatomy and morphology of the major organ systems as found in representatives of the higher vertebrates. Prerequisite: Biological Sciences 101A or consent of instructor.

**128L Vertebrate Anatomy Laboratory (1) Summer**

Laboratory, three hours. Prerequisite: concurrent enrollment in Biological Sciences 128.

**129 Biogenesis of Cell Organelles (4) S of even years**

Lecture, three hours. Study of cell structures such as nuclei, chloroplasts, mitochondria, ribosomes, and membranes. Prerequisite: Biological Sciences 101G.

**131 Biology of the Open Oceans (4) Summer**

Lecture, six hours. Introduction to descriptive physical oceanography including physical and chemical characteristics of sea water and circulation and water masses of oceans. Survey of marine habitats. Impact of man on marine environment. Prerequisite: course in general biology or consent of instructor.

## 122 Biological Sciences

### 131L Biology of the Open Oceans Laboratory (1) Summer

Laboratory, three hours. Prerequisite: concurrent enrollment in Biological Sciences 131.

### 132 Comparative Morphology of Vascular Plants (4) F

Lecture, three hours. Comparative microscopic and ultramicroscopic structure, evolution of major groups of vascular plants. Experimental work will be emphasized as a basis for interpretation. Prerequisites: Biological Sciences 101C-D or consent of instructor.

### 132L Comparative Morphology of Vascular Plants Laboratory (1) F

Prerequisite: concurrent enrollment in Biological Sciences 132.

### 133 Sensory Physiology (4) S

Lecture, three hours. Physiology and function of sense organs. Emphasis on transduction at the cellular level. Prerequisite: consent of instructor.

### 133L Sensory Physiology Laboratory (1) S

Laboratory, three hours. Prerequisite: concurrent enrollment in Biological Sciences 133.

### 134A Plant Physiology (4) S

Lecture, three hours. Plant hormones, growth, and development. Prerequisite: Biological Sciences 1E or consent of instructor.

### 134LA Plant Physiology Laboratory (1) S

Laboratory, three hours. Prerequisite: concurrent enrollment in or completion of Biological Sciences 134A.

### 134B Plant Physiology (4) F

Lecture, three hours. Plant metabolism, mineral nutrition, photosynthesis, cell physiology. Prerequisite: Biological Sciences 1E or consent of instructor.

### 134LB Plant Physiology Laboratory (1) F

Laboratory, three hours. Prerequisite: concurrent enrollment in or completion of Biological Sciences 134B.

### 135 Biology of an Organism: Hydra (4) S

Lecture, three hours. Integration of some basic concepts of biology through the study of the life history of the simple fresh-water hydra. Reading material will consist mostly of research and review articles. Prerequisites: Biological Sciences 101B and completion of or concurrent enrollment in Biological Sciences 101C.

### 136 Developmental Biology (4) S

Lecture, three hours. Principles governing the development of animal and plant cells, tissues, and organisms. Topics include reproduction, growth, aging, differentiation, and pattern formation. Prerequisite: Biological Sciences 101C or consent of instructor.

### 136L Developmental Biology Lab (2) S

Laboratory and demonstrations, five hours. Methods in developmental biology with emphasis on manipulations used in tissue and organism research. Prerequisite: concurrent enrollment in or completion of Biological Sciences 136.

## 137 Genetics

### 137A Genetics of Bacteria and Viruses (4) F

Lecture, four hours. Prerequisite: Biological Sciences 101C.

### 137B Eucaryote Genetics (4) W, Summer

Lecture, four hours. Basic genetics of animals, plants, and man. Corequisite: concurrent enrollment in 137LB. Prerequisite: Biological Sciences 101C.

- 137LB Eucaryote Genetics Laboratory (1) W**  
 Laboratory, three hours. Corequisite: concurrent enrollment in Biological Sciences 137B.
- 137C Human Genetics (4) S**  
 Lecture, four hours. Discussion of normal and abnormal genetic variation in the human population. Prerequisite: Biological Sciences 137B and 137LB.
- 140 Membrane Physiology (4) S**  
 Lecture, three hours. Introduction to structure and function of biological membranes emphasizing basic concepts. Passive and active ion transport, isolation, and chemical analysis of membranes, membrane architecture, and physical methods for studying membranes. Prerequisites: Biological Sciences Core, Physics 3 or 5, and Math 2, or consent of instructor.
- 141 Plant Biochemistry (4) W**  
 Lecture, three hours. Designed to bridge the gap between plant physiology and plant molecular biology. Emphasis on biochemical aspects of plant growth and development and metabolic pathways peculiar to plants. Current areas of plant biochemical research. Prerequisite: Biological Sciences 101G, Chemistry 51C, or consent of instructor.
- 142 Molecular Biology of Development (4) S**  
 Lecture/discussion, three hours. Molecular mechanisms in the control of development. Emphasis will be placed on cell differentiation. Prerequisite: Biological Sciences 101G or consent of instructor.
- 143 Symbiosis (4) S of odd years**  
 Lecture, three hours. Introduction to the variety of symbiotic relations ranging from parasitism to mutualism. Prerequisite: Biological Sciences 101C or consent of instructor.
- 144 Cell Biology**
- 144A Cell Organelles and Membranes (4) F**  
 Lecture, four hours. Ultrastructure and function of cellular organelles and membrane systems. Prerequisite: Biological Sciences 101C.
- 144B The Nucleus (4) W**  
 Lecture, four hours. Ultrastructure and biochemical function of the nucleus, with an emphasis on structure of chromatin, the mitotic cycle, and meiosis. Prerequisite: Biological Sciences 101C.
- 145 Principles of Regeneration (4) F**  
 Lecture/seminar, three hours. Consideration of developmental problems in the restoration of body parts in invertebrate and vertebrate animals. Prerequisite: Biological Sciences 136.
- 147 Plant Morphogenesis (4) W**  
 Lecture, three hours. Utilization of current literature, with demonstrations of the origins, micro and ultrastructure development of the vascular plant. Theoretical considerations of genic and environmental factors in development stressed. Prerequisite: Biological Sciences 132 or consent of the instructor.
- 147L Plant Morphogenesis Laboratory (1) W**  
 Laboratory, three hours. Prerequisite: concurrent enrollment in or completion of Biological Sciences 147.
- 148 Vertebrate Embryology (4) S, Summer**  
 Lecture, three hours. Introduction to the study of animal development through organogenesis with emphasis on the vertebrates. Corequisite: concurrent enrollment in 148L. Prerequisite: introductory course in biological sciences.

## 124 Biological Sciences

### 148L Vertebrate Embryology Laboratory (1) S, Summer

Laboratory, four hours. Corequisite: concurrent enrollment in Biological Sciences 148.

### 149 Insect Development (4) S

Lecture, three hours. Insects as providing ideal experimental situations for analyzing major problems of developmental biology. Emphasizes genetic and endocrine aspects. Prerequisite: consent of instructor.

### 150 Economic and Medical Entomology (4) S

Lecture, three hours; discussion, one hour. Deals with the insects which are serious pests of agriculture and those groups which constitute important disease vectors of man and domestic animals. Discussion will be concerned with life histories, ecology, and distribution as well as various control strategies, including control by biological, chemical, genetic, behavioral, and physical means. Prerequisite: Biological Sciences 101C.

### 151 Structure and Function of Eucaryotic Chromosomes (4) S

Lecture, three hours. Molecular organization of chromosomes, comparisons of active vs. inactive chromatin structure, current research in chromosome function and its regulation, emphasis on techniques utilized to probe these problems. Prerequisite: Biological Sciences 101G.

### 152 Neural Mechanisms of Learning (4) S of odd years

Lecture, three hours. Review and analysis of the neural mechanisms and processes underlying learning, ranging from habituation in simple neuronal systems through neural processes of learning in the intact mammalian brain to brain substrates of human information processing and language. Prerequisite: Biological Sciences 101D or 103B.

### 153 Chemistry and Pharmacology of Synaptic Transmission (4) S of even years

Lecture/discussion, three hours. Introduction to the chemistry and pharmacology of neural tissue with an emphasis on the regulation of neurotransmitter synthesis. Prerequisite: Biological Sciences 101G or consent of instructor.

### 154 Neurobiology of Sleep and Dreaming (4) W

Lecture/discussion, three hours. Introduction to the neural control and function of sleep and dreaming. Prerequisite: Biological Sciences 101D. Not offered 1976.

### 155 Seminar in Psychobiology (4-4) F, W

Seminar, three hours. Consideration of selected current research problems concerning neurobiology and behavior. Students will prepare and present papers. Prerequisites: Biological Sciences 101D or 103A-B-C and consent of instructor.

### 156 Neural Systems (4) W

Lecture/discussion, three hours. Provides example of how modern neuroscience integrates several types of disciplines such as anatomy, physiology, developmental biology, and behavioral biology to develop hypotheses about the operation of particular brain regions. An attempt is made to unify these levels. The course would be most useful to students who have had satellite courses or research experience in neurophysiology or neurochemistry. Prerequisite: Biological Sciences 101D. Not offered 1976.

### 157 Animal Behavior (4) W of odd years

Lecture/discussion, three hours. An analysis of the genetic and experimental determinants of animal behavior. Prerequisite: Biological Sciences 101D or 103A-B-C or consent of instructor.

### 158 Learning and Memory (4) F of odd years

Lecture/discussion, three hours. A consideration of basic issues concerning the

nature of behavioral plasticity and information storage and their neural substrates. Prerequisite: Biological Sciences 101D or 103A-B-C.

**160 General Neurophysiology (4) W**

Lecture/discussion, three hours. An introduction to the basic functioning of the nervous system emphasizing systems in the mammalian central nervous system. Prerequisites: one year of calculus and Physics 3B or 5A.

**161 Cellular Neurobiology (4) S of even years**

Lecture/discussion, three hours. Introduction to the biophysics and biochemistry of nerve cells emphasizing membrane potentials, conduction and transmission, synaptic chemistry, and information processing. Prerequisite: Biological Sciences 101D.

**162 Synaptic Mechanisms (4) F of odd years**

Lecture/discussion, three hours. New concepts and current literature in the developing areas of synapse function. Prerequisite: Biological Sciences 101D or consent of instructor.

**163 Psychoneuroendocrinology (4) F of even years**

Lecture/discussion, three hours. Introduction to materials showing that hormones are involved in neural development and mature function and behavior and that behavior is involved in the control of hormonal secretions. Prerequisite: Biological Sciences 101D.

**164 Neuroanatomy (4) S**

Lecture/discussion, three hours. Introduction to comparative neuroanatomy emphasizing the mammalian central nervous system. Prerequisite: Biological Sciences 101D.

**165 Population Ecology (4) F**

Lecture, three hours; laboratory, two hours. Growth and regulation of plant and animal populations, extrinsic and intrinsic factors, competitive and predator/prey interactions, factors in spatial distribution, genetic interactions, computer modeling of population phenomena. Prerequisite: Biological Sciences 101E.

**166 Human Ecology (4) W**

Lecture, three hours. Multimedia course. Consideration of demographic features, intrinsic rate of increase, and carrying capacity. Encompasses effects of human populations on their environment, and also of environment on human populations, settlement patterns, and societal evolution. Prerequisite: Biological Sciences 101E or consent of instructor.

**167 Field Botany (4) S**

Lecture, three hours; laboratory/field, three hours. A taxonomic survey of selected plant families, including the role of floral biology and agencies of pollination in angiosperm evolution. Each student completes a short research problem. Prerequisites: Biological Sciences 101E and consent of instructor.

**168 Topics in Applied Ecology (4) W**

Lecture, three hours. Survey of how ecological concepts are used in dealing with selected environmental management problems, pollutant cycling, agricultural practices, water quality, pest management, and the promotion of desirable species. Legal, social, and economic implications of the above topics. Prerequisite: a course in ecology or consent of instructor.

**169 Marine Ecology (4) F**

Lecture, three hours. Fundamental concepts of marine ecology. Physical and chemical factors, current systems and water masses, trophic ecology, distributions of organisms, survey of pelagic and benthic communities. Prerequisite: completion of or concurrent enrollment in Biological Sciences 101E.

**170 Processes of Evolution (4) F of odd years**

Lecture, three hours; discussion, one hour. Basic concepts of biotic change through natural selection: early evolution, the fossil record, natural selection, sources of variability, expression of variability, chance in evolution, speciation, altruism, coevolution, the ascendancy of man. Prerequisite: Biological Sciences 101E.

**171 Vegetation and Ecosystem Dynamics (4) F**

Lecture, three hours; two weekend field trips. An introduction to major vegetation types of the world and the dynamics of their ecosystems. Particular emphasis on community ecosystem dynamics. Major emphasis will be given to community structure. A research paper is required. Prerequisites: completion of or concurrent enrollment in Biological Sciences 101E and consent of instructor.

**172 Physiological Plant Ecology (4) S**

Lecture, three hours; field, three hours. An examination of the functional response of individual plants and plant communities to their environment. A research paper is required. Prerequisites: Biological Sciences 101E and consent of instructor; a course in plant physiology strongly recommended.

**173 Physiological Animal Ecology (4) S**

Lecture, three hours; field, three hours. An examination of the functional means by which vertebrates cope with their environments; roles of osmoregulation, thermoregulation, and energy metabolism in the lives of tetrapods. Prerequisites: Biological Sciences 101E and consent of instructor.

**174 Behavioral Ecology (4) W of odd years**

Lecture, three hours; laboratory, two hours. Consideration of animal behavior as an evolutionary solution to problems encountered during an animal's life cycle. Includes a broad comparative approach to communication, habitat selection, and food finding. Prerequisite: Biological Sciences 101E or consent of instructor.

**175 Phycology (4) W**

Lecture, three hours; laboratory, two hours; two field trips. A survey of the structure, reproduction, and life histories of freshwater and marine algae. Prerequisite: Biological Sciences 101E or consent of instructor.

**176 Phytoplankton Biology (4) S of odd years**

Lecture, three hours. Systematics, population ecology, and general physiology of planktonic algae. Prerequisites: Biological Sciences 169 and 175 or consent of instructor.

**176L Phytoplankton Biology Laboratory (2) S of odd years**

Laboratory, three hours; field, one hour. Identification procedures, use of taxonomic literature, and development of manipulatory skill in evaluating phytoplankton populations. Prerequisite: concurrent enrollment in or completion of Biological Sciences 176.

**177 General Entomology (4) F of odd years**

Lecture, three hours; laboratory, five hours; three field trips. Introduction to insect structure, function, development, and classification. Emphasis on natural history, environmental association, and relationships to man. Collection required. Prerequisite: consent of instructor.

**178 Aquatic Productivity (4) S of even years**

Lecture, three hours. Primary production in marine, estuarine, and freshwater environments. Productivity is also dealt with at levels of grazers, predators, and decomposers. Methods of measurement and their interpretation are of special concern. Prerequisites: Biological Sciences 169 and 176 or consent of instructor.

**179 Limnology and Fresh Water Biology (4) S**

Lecture, three hours; discussion, one hour. Biology of freshwater environments: lakes, ponds, rivers, their biota, and the factors which influence distribution of organisms. Prerequisites: Biological Sciences 101E and 101LE and consent of instructor.

**180A-B Invertebrate Zoology (4-4) W, S**

Lecture, three hours; laboratory, five hours; four field trips. Survey of major invertebrate phyla. Emphasis on comparative morphology, evolution, adaptive physiology, and biology of local marine invertebrates. Prerequisites: Biological Sciences 101B and 101E or consent of instructor. Not offered 1976.

**181 Applied Marine Ecology and 182 Applied Marine Productivity** comprise a two-course package in conjunction with one 199 course and represent a student's full course load. Three five-day field trips. Prerequisites: Biological Sciences 169 and consent of instructor.

**181 Applied Marine Ecology (6) W of odd years**

Lecture, one hour; discussion, one hour; laboratory, six hours; field (see above). Applied and comparative studies of intertidal community structure. Analytical methods used in assessment of standing crops and food web structure. Data collected from warm and cold water areas will be contrasted and presented as final report in manuscript form.

**182 Applied Marine Productivity (6) W of odd years**

Lecture, one hour; discussion, one hour; laboratory, six hours; field (see above). Applied and comparative studies of energy budgets and trophodynamics of intertidal populations and communities. Application of productivity measurement methods, reduction, interpretation, and reporting of data.

**183 Introduction to Geology (5) F, S**

Lecture, two hours; laboratory/field, six hours. Basic principles of physical and historical geology. Emphasis on role of geology in present-day scientific frontiers, and on nonrenewable natural resources and environmental problems. Prerequisites: Biological Sciences 101E and 101LE or equivalent and consent of instructor.

**184 Demographic Modeling Laboratory (2) W**

Laboratory, three hours. Introduction to construction of computer models of human populations. No previous experience in programming required; level of modeling undertaken will be related to individual programming capability. Prerequisite: completion of or concurrent enrollment in Biological Sciences 166.

**185 Field Ornithology (4) S of even years**

Lecture, two hours; field/laboratory, three hours; two weekend field trips. Field studies and reading from periodical literature. Emphasis on behavior and ecology, although aspects of physiology and taxonomy will be covered. Prerequisite: consent of instructor.

**186 Ecology of Terrestrial Communities (4) S of odd years**

Lecture, three hours. Community function, structure, development, and evolution. Predation, competition, symbiosis, species diversity, niche theory, succession, island biogeography, and coevolution. Prerequisites: Biological Sciences 101E and 101LE.

**188 Introduction to Insect Physiology (4) W**

Lecture, three hours. Physiology of insects. Insect respiration, digestion, excretion, and neurobiology, including sensory systems and effectors. Prerequisite: upper division.

**189 Ecological Theory in the Modern World (4) W**

Lecture, three hours; discussion, two hours. Basic treatment of selected ecological theories and some of their applications in modern society. As examples, the principles of population genetics will be developed and applied to plant breeding and the genetics of IQ; and the theory of world climates as environmental detriments will be applied to systems of tropical agriculture. Prerequisite: Biological Sciences 1A or Biological Sciences 101A.

## Seminars, Special Courses, and Independent Study

### Seminars

**2 Freshman Seminars (1-1-1) F, W, S**

Once a week seminar of a small number of students and a faculty member to discuss a wide variety of relevant biological topics. Prerequisite: freshman Biological Sciences majors. Pass/Not Pass only.

**55 Sophomore Seminars (2-2-2) F, W, S**

Intensive study of selected topics in experimental biology. Prerequisite: sophomore Biological Sciences majors. Pass/Not Pass only.

**190 Junior/Senior Seminars (2-2-2) F, W, S**

Intensive study of selected topics in experimental biology. Once a week seminar of a small group of students with a faculty member. Prerequisite: junior/senior Biological Sciences majors. Pass/Not Pass only.

### Special Courses

**97 Education Motivation (4) F, W, S**

Field, four hours. A program in which students develop and deliver special enriched educational programs in biological sciences which are presented in junior and senior high schools. May be repeated once for credit. Pass/Not Pass only.

**98 Special Group Activities F, W, S**

**Sec. 1 Health Science Experience (0)**

Involves students' interaction with health sciences professionals.

**Sec. 2 Tutoring in Biological Sciences (1 to 4)**

A program in which students are trained to act as peer tutors and provide tutorial assistance to university undergraduates. May be repeated once for credit.

**198 Research Enrichment (4-4-4) F, W, S**

Prerequisite: enrollment in Research Enrichment Program.

### Independent Study

**199A-B-C Independent Study in Biological Sciences Research (1 to 4 per quarter) F, W, S**

Involves individual laboratory research under a professor and possibly graduation with honors. Prerequisite: consent of instructor. May be graded "IP."

## GRADUATE STUDY IN THE SCHOOL OF BIOLOGICAL SCIENCES

Graduate Registration is a prerequisite for all 200-299 courses.

# Department of Developmental and Cell Biology

Developmental and cell biology is concerned with the development, physiology, structure, and function of organisms and their component cells. The Department maintains facilities for research involving biochemistry, genetics, electron microscopy, cell, tissue, and organism culture, microsurgery, and neurophysiology.

Students in the Department of Developmental and Cell Biology are offered a one-year graduate Core program which consists of a three-quarter sequence in developmental biology, genetics, and cell biology, and/or a three-quarter sequence of organismic physiology. One or both Core sequences may be taken simultaneously with the graduate Cores in the Department of Molecular Biology and Biochemistry. Students are able to diverge from this basic Core into their areas of special interest by means of graduate seminar courses.

The main emphasis of the Developmental and Cell Biology graduate training program is research training in: (1) developmental and cell biology, and (2) comparative physiology of animals and plants. However, since many doctoral students in the Department undertake academic careers, the Department expects each graduate student to participate in a directed teaching experience during the graduate program.

## DEVELOPMENTAL AND CELL BIOLOGY FACULTY

Michael W. Berns, *Chairman of the Department*: Cell organelles and laser microbeams

Joseph Arditti: Physiology of orchids

Kenneth M. Baldwin: Adaptations to exercise in different types of skeletal muscle

Ernest A. Ball: Developmental biology of higher plants

Albert F. Bennett: Environmental physiology; physiological ecology; comparative physiology

Hans R. Bode: Developmental biology of coelenterates

Peter J. Bryant: Diploid genetics and development

Susan V. Bryant: Regeneration and vertebrate development

Richard D. Campbell: Developmental biology of invertebrates

Rowland H. Davis: Biochemical genetics of neurospora

Donald E. Fosket: Cell growth and development

Marion Goldsmith: Molecular biology of differentiation

Noelle A. Granger: Developmental biology

Gerald A. Greenhouse: Protein synthesis in amphibian embryos

Peter F. Hall: Endocrinology

Barbara Ann Hamkalo: Electron microscopy of genetic activity

Patrick L. Healy: Cell biology and developmental cytology (on leave)

Robert K. Josephson: Comparative neurophysiology

Harold Koopowitz: Sensory and invertebrate physiology

Stuart M. Krassner: Parasitology and invertebrate biology

Howard M. Lenhoff: Physiology and developmental biology of marine invertebrates

Jerry E. Manning: Gene sequence organization in eucaryote DNA; electron microscopy

Garth Nicholson: Supramolecular organization of normal and tumor cell surfaces

Jerry L. Osborne: Neural control of respiration

Rosevelt L. Pardy: Biology of coelenterates (symbiosis)

Howard A. Schneiderman: Developmental biology and insect physiology

Grover C. Stephens: Comparative animal physiology

Stephen H. White: Membrane structure

## COURSES IN DEVELOPMENTAL AND CELL BIOLOGY

**200A-B-C Research in Developmental and Cell Biology (2 to 12 per quarter) F, W, S**

Individual research under a particular professor. Prerequisite: consent of instructor.

**201A-B-C Developmental and Cell Biology Journal Club (4-4-4) F, W, S**

Seminar, two hours. Advanced study in various fields of organismic biology. Prerequisite: consent of instructor.

**202A-B-C Techniques in Developmental and Cell Biology (5-5-5) F, W, S**

Lecture, two hours; laboratory, six hours. Techniques in electron microscopy, histology, autoradiography, microsurgery, tissue culture, and biochemistry. Biochemistry portion is the same as Molecular Biology 204. Prerequisite: consent of instructor.

**203A-B-C Graduate Tutorial in Developmental and Cell Biology (4-4-4) F, W, S**

Advanced study in areas not represented by formal courses. Tutorial may involve individual or small group study through discussion, reading, and composition. Time and subject matter to be arranged individually.

**205 Microscopy and Photography (2) S**

Lecture, two hours. Major techniques and instrumentation related to light microscopy and scientific photography. Course will be practical in its aim. Students will carry out projects using methods introduced. Prerequisite: completion of or concurrent enrollment in any laboratory research course.

**210 Foundations of Physiology (4) F**

Lecture/discussion, four hours. Physical and functional principles common to many living forms will be stressed. Will form a basis for subsequent specialization in any of the subdisciplines of physiology.

**230A-B-C Developmental and Cell Biology Graduate Core**

**230A Cell Biology (4) F**

Lecture, two hours. Structure and function of the cell and its organelles, the relationships between cells and between nucleus and cytoplasm in animals and plants. Prerequisite: consent of instructor.

**230B Genetics (4) W**

Seminar, two hours. Basic diploid genetics, cytogenetics, and the control of genetic activity in multicellular organisms. Prerequisite: consent of instructor.

**230C Developmental Biology (4) S**

Seminar, two hours. Consideration of some major problems such as determination, differentiation, pattern formation, and morphogenesis in plants and animals. Prerequisite: consent of instructor.

- 236 Special Topics in Cell Biology (1-1-1) F, W, S**  
Seminar, one hour. A journal club dealing with various molecular and cytological aspects of cell biology.
- 242 Molecular Biology of Development (4) F, W, S**  
Lecture, four hours. Lectures and discussion of molecular mechanisms in the control of development. Emphasis placed on cell differentiation. Prerequisite: Biological Sciences 136 or consent of instructor.
- 261 Advanced Topics in Plant Physiology (4) F, W**  
Seminar, two hours. Topics will change from year to year. Subjects will be major problems in plant physiology. Prerequisite: Biological Sciences 134 or consent of instructor.
- 262 Advanced Topics in Sensory Physiology (4) F, W, S**  
Seminar, two hours. Topics will change from year to year. Subjects will be major problems in sensory physiology. Prerequisite: consent of instructor.
- 263 Insect Physiology (4-4-4) F, W, S**  
Seminar, one hour. Topics will vary from year to year. Prerequisite: consent of instructor.
- 264A-B-C Coelenterate Biology (4-4-4) F, W, S**  
Seminar, two hours. Topics will vary from year to year. Prerequisite: consent of instructor.
- 265 Parasitology (4-4-4) F, W, S**  
Seminar, one hour. Topics will vary from year to year. Prerequisite: consent of instructor.
- 266 Comparative Physiology (4) W**  
Seminar, two hours. Topics will vary from year to year. Prerequisite: consent of instructor.
- 267 Morphogenesis of Vascular Plants (4) W**  
Lecture, three hours. Utilization of current literature, with demonstrations of the origins, micro and ultrastructure, development of the vascular plant. Theoretical considerations of genic and environmental factors. Prerequisite: Biological Sciences 136 or equivalent courses in elementary morphology or anatomy of vascular plants or consent of instructor.
- 268 Structure and Function of Eucaryotic Chromosomes (0) W, S**  
Lecture, one hour. Participants will be expected to discuss the behavior of chromosomes.
- 286A-B-C Advanced Topics in Developmental Biology (4-4-4) F, W, S**  
Seminar, two hours. Discussion of recent articles in a wide variety of journals dealing with topics of developmental biology. Prerequisite: consent of instructor.
- 287 Vertebrate Endocrinology (4) S**  
Lecture, three hours. Mechanisms by which hormones regulate metabolic and other cellular functions. Primary data upon which current ideas on endocrinology are based. Prerequisites: physiology and biochemistry.
- 289A-B-C Regeneration (2-2-2) F, W, S**  
Seminar, one and one-half hours. Current topics in vertebrate regeneration. Prerequisite: consent of instructor.
- 290A-B-C Colloquium in Developmental and Cell Biology (2-2-2) F, W, S**  
Colloquium, one and one-half hours. Contemporary research problems. Research students, faculty, and other invited speakers introduce research and review topics. Satisfactory/Unsatisfactory only.

# Department of Molecular Biology and Biochemistry

Research in the Department is broadly representative of modern molecular biology and focuses on biological problems that can be approached at the molecular level. It includes emphasis on biochemistry, molecular genetics, enzymology, microbiology, immunology, and virology. Subjects in which there is more specific concentration are indicated by the research areas listed below for the faculty members. The graduate program is jointly conducted with the Department of Biological Chemistry of the College of Medicine. The Department is well equipped for work that requires preparative and analytical ultracentrifugation, culture of microorganisms and animal cells, radioactivity determination, and other specialized techniques. Graduate students are required to take Molecular Biology and Biochemistry 204, 205A-B, and 207 during their first year and must take Chemistry 130A-B-C if they have not previously had physical chemistry. Additional course work will reflect their interests within the general field. All students must engage in regular teaching of undergraduates as part of their training.

## MOLECULAR BIOLOGY AND BIOCHEMISTRY FACULTY

- Robert C. Warner, *Chairman of the Department*: Molecular biology of nucleic acids; physical chemistry of macromolecules  
Stuart M. Arfin: Metabolic regulation; enzymatic mechanisms of the pathway and control of the biosynthesis of amino acids  
Edward R. Arquilla: Structure-function characteristics and immunology of protein hormones  
Jeffrey L. Clark: Hormone action; mechanism of growth stimulation by trophic hormones  
Rowland H. Davis: Biochemical genetics of neurospora  
Charles N. Gordon: Electron microscopy of biological macromolecules  
Gale A. Granger: Immunology, medical microbiology; cell biology  
Barbara Ann Hamkalo: Ultrastructure of active genes  
Sydney J. Hayes: Control of transcription and DNA synthesis in coliphage lambda  
Kenneth H. Ibsen: Regulation of energy metabolism; properties of regulatory enzymes  
Jerry E. Manning: Gene sequence organization in eucaryote DNA; electron microscopy  
Calvin S. McLaughlin: Biochemical genetics of RNA and protein synthesis  
Kivie Moldave: Protein biosynthesis in mammalian tissues  
William D. Nunn: Membrane structure and synthesis; lipid biochemistry  
Dennis Piszkwicz: Protein chemistry; amino acid sequence and catalytic groups of enzymes; enzyme kinetics

Wendell M. Stanley, Jr.: Structure and function of macromolecules, biosynthesis of macromolecules in mammalian cells  
Betsy M. Sutherland: Enzymology of DNA repair  
John C. Sutherland: Molecular biophysics  
Krishna K. Tewari: Nucleic acids of cell organelles  
Edward K. Wagner: Animal virology; RNA synthesis  
Clifford A. Woolfolk: General microbiology; enzymology  
Daniel L. Wulff: Biochemical genetics

## **COURSES IN MOLECULAR BIOLOGY AND BIOCHEMISTRY**

### **200A-B-C Research in Molecular Biology and Biochemistry (2 to 12 per quarter) F, W, S**

Individual research under a particular professor. See areas of interest under Molecular Biology and Biochemistry Faculty. Prerequisite: consent of instructor.

### **201A-B-C Seminar in Molecular Biology and Biochemistry (4-4-4) F, W, S**

Seminar, three hours. Content varies. Presentation of research from the departmental laboratories, special recent developments when pertinent. Attendance is required of all graduate students in Molecular Biology and Biochemistry.

### **203A-B-C Tutorial in Molecular Biology and Biochemistry (4-4-4) F, W, S**

Tutorials in the area of the research of a particular professor will relate current laboratory research to the literature. Tutorials may be conducted as journal clubs. Prerequisite: consent of instructor.

### **204 Biochemical Methodology (5) F**

Lecture; four hours; laboratory, four hours. Methods employed in molecular biology, particularly centrifugation, radioactivity measurement, and fractionation methods. Prerequisite: biochemistry equivalent to Biological Sciences 101G.

### **205A-B Biochemistry (5-5) F, W**

Lecture, five hours. Structure and function of proteins and nucleic acids; basic aspects of enzymes as proteins; biosynthesis of macromolecules. Prerequisites: Biological Sciences 101G; organic chemistry.

### **207 Molecular Genetics (5) S**

Lecture, five hours. Molecular genetics; coding, control mechanisms in replication, transcription, and translation. Prerequisite: Biochemistry 205B or general background in biochemistry.

### **214 Biosynthesis of Nucleic Acids (4) S of odd years**

Lecture, three hours. Structure, function, and replication of DNA and RNA in prokaryotes and eukaryotes; emphasis on current research. Prerequisite: Biological Sciences 101G.

### **221 Advanced Immunology (4) S**

Lecture, three hours; discussion, one hour. Detailed examination of the history, techniques, and concepts of humoral antibody formation and cellular immune patterns. Advanced topics in transplantation and tumor immunobiology will be presented. Prerequisite: Biological Sciences 121 or consent of instructor.

### **240 Medical Microbiology (4-4) W, S**

Lecture, five hours. Biochemical and genetic properties of infectious agents. Humoral and cellular components of immunity. Consult College of Medicine

## 134 Molecular Biology & Biochemistry

calendar for date of beginning of this course. Prerequisites: Molecular Biology 205A-B, 207, and consent of instructor. Same as Medical Microbiology 210.

### 241 Molecular Mechanisms of Pathogenesis (4) F

Lecture, three hours. Analysis of biochemical and genetic determinants of antibiotic resistance, toxins, hemolysins, and other factors associated with virulence. Prerequisites: Molecular Biology 240 and consent of instructor.

### 242 Cell Regulatory Mechanisms (4) F

Lecture, three hours. Control of growth and division in normal and malignant cells, genesis; mechanisms of immune rejection of foreign tissue grafts and malignant cells. Prerequisites: Biological Sciences 101F-G and consent of instructor. Same as Medical Microbiology 216.

### 243 Regulatory Mechanisms and Metabolic Diseases (4) S

Lecture, three hours. Relation of regulation mechanisms of gene expression and enzyme activity to problems of disease. Prerequisites: Biological Sciences 101F-G and consent of instructor.

### 261 Biomolecular Structure (4) F

Lecture, three hours. Structure of proteins as determined both in the solid state and solution. Both diffraction and spectroscopic techniques will be discussed. Prerequisites: Chemistry 130A-B-C, Biological Sciences 123, or Chemistry 131A-B-C.

### 262 Biopolymers in Solution (4) W

Lecture, three hours. Thermodynamics and statistical mechanics of biopolymers; equilibrium and hydrodynamic methods. Techniques such as viscosity, sedimentation, osmotic pressure, and light scattering. Prerequisites: Chemistry 130A-B-C, Biological Sciences 123, or Chemistry 131A-B-C.

### 263 Biochemical Dynamics (4) S

Lecture, three hours. Discussion of enzyme kinetics and multistep kinetics; active sites, factors, and chemistry and biochemistry of co-factors. Prerequisites: Chemistry 130A-B-C, Biological Sciences 123, or Chemistry 131A-B-C.

### 280A-B-C Advanced Topics in Biochemistry and Molecular Biology (2-2-2)

F, W, S

Lecture, three hours. Selected topics in advanced biochemistry and molecular biology. Specific topics and the instructor will be announced in advance. Prerequisite: consent of instructor; open to advanced undergraduates.

### 290A-B-C Colloquium in Molecular Biology and Biochemistry (2-2-2) F, W, S

Colloquium, one and one-half hours. Presentation of contemporary research problems in molecular biology and biochemistry and related areas. Lectures or invited speakers will introduce research and review topics. Satisfactory/Unsatisfactory only.

# Department of Population and Environmental Biology

The areas of interest in the Department of Population and Environmental Biology range from the environmental relations of individuals and populations to the structure and functions of ecosystems. Directions of specialization within this area include population dynamics and population genetics, evolution and adaptation, plant and animal physiology, biogeography and paleoecology, taxonomy and systematics, analysis of plant and animal communities, production ecology, human ecology, and marine ecology. These diverse specializations share a common concern with phenomena at levels of organization from that of the individual organism to the population, community, and ecosystem.

The new ecology requires good preparation in mathematics, statistical methods, computer techniques, and foreign language.

## POPULATION AND ENVIRONMENTAL BIOLOGY FACULTY

Peter R. Atsatt: Plant ecology and evolution

Albert F. Bennett: Environmental physiology; physiological ecology; comparative physiology

F. Lynn Carpenter: Community ecology

Peter S. Dixon: Phycology

George L. Hunt: Behavioral ecology

Keith E. Justice: Terrestrial population ecology

Paul Leviten: Marine community ecology

Mark M. Littler: Marine productivity and phytoplankton ecology

Richard E. MacMillen: Physiological animal ecology

Gordon A. Marsh: General entomology

Philip W. Rundel: Physiological plant ecology

## COURSES IN POPULATION AND ENVIRONMENTAL BIOLOGY

**200A-B-C Research in Population and Environmental Biology (2 to 12 per quarter) F, W, S**

Individual research under a particular professor. Prerequisite: consent of instructor.

**201A-B-C Seminar in Population and Environmental Biology (2-2-2) F, W, S**

One and one-half hours. Introduction to areas of faculty research in population and environmental biology. Required of all entering graduate students.

**203A-B-C Graduate Tutorial in Population and Environmental Biology (2 to 12 per quarter) F, W, S**

Advanced study in areas not represented by formal courses. Tutorials may involve individual or small group study through reading, discussion, and composition. Prerequisite: consent of instructor.

- 210 Tropical Biology: An Ecological Approach (12-12) W, Summer**  
Intensive field study and integration of botanical and zoological aspects of tropical environments in Costa Rica, Central America. Preference is given to students in the early stages of their graduate work. Prerequisites: minimum of four graduate courses in biology, including at least one each in botany, zoology, and general ecology; admission dependent upon acceptance by the Organization for Tropical Studies (O.T.S.) program.
- 213 Pleistocene Environments (4) W every third year beginning 1975**  
Lecture, three hours. Review of environmental factors during late Tertiary and Pleistocene times. Surveys of geological, climatological, and biotic features of these environments. Prerequisites: Biological Sciences 166 and consent of instructor.
- 214 Urban Ecosystems (4) W every third year beginning 1974**  
Lecture, three hours. Evolution of human settlement patterns and their environmental interactions. Development and fundamental behavioral bases of educational, communication, transportation, recreation, and other systems. Prerequisites: Biological Sciences 166 and consent of instructor.
- 215 Hominid Evolution (4) W every third year beginning 1974**  
Lecture, three hours. Evolution of genus Homo from primate origins to appearance of *H. sapiens*. Includes ancestral primate, hominoid and hominid features, evolution of communication, cooperation, culture, and other social behavior patterns. Prerequisites: Biological Sciences 166 and consent of instructor.
- 220 Seminar in Evolution (2 to 4 per quarter) F, W, S**
- 221 Seminar in Human Ecology (2 to 4 per quarter) F, W, S**
- 222 Seminar in Phycology (2 to 4) W**
- 223 Seminar in Population Biology (2 to 4) W**
- 224 Seminar in Vertebrate Biology (2 to 4) F**
- 225 Seminar in Plant Ecology (2 to 4 per quarter) F, W, S**
- 226 Seminar in Marine Ecology (2 to 4) S of even years**
- 227 Seminar in Population/Community Ecology (2 to 4) F of odd years**
- 228 Seminar in Productivity Ecology (2 to 4) W of even years**
- 229 Seminar in Terrestrial Community Ecology (2 to 4) W of even years**
- 230 Theoretical Ecology (2 to 4) S**  
Seminar, two hours. Ecosystems as unstable systems, natural disturbances in old-growth forests, models of forest succession comprising static and dynamic models of climax. Species' trends in forest succession embracing wood, seed, and photosynthetic characters. Forest management incorporating discount rates versus growth rates and the world's wood. Prerequisite: consent of instructor.
- 264 Topics in Population/Community Ecology (4) S**  
Lecture, one hour; seminar, two hours. Foundations and historical development of ideas in population ecology. Modern concepts will be evaluated through seminars and use of periodical literature. Prerequisite: consent of instructor.
- 270 Evolutionary Ecology (4) F of even years**  
Lecture, three hours. Current problems and concepts in the ecology, genetics, and evolution of populations and communities. The genetics of natural selection, group selection, selection in heterogeneous environments, defense against predation, reproductive ecology.

- 273 **Physiological Animal Ecology (4) S of odd years**  
Lecture, two hours; discussion, one hour; laboratory/field, four hours. Studies of the roles of water, energy, and temperature in the lives of vertebrates. Prerequisite: consent of instructor.
- 274 **Behavioral Ecology (4) W of odd years**  
Seminar, three hours. Examination of selected topics in behavioral ecology through discussion of current literature and preparation of papers.
- 278 **Productivity Ecology (4) S of odd years**  
Lecture/discussion, three hours. Methodology, literature, energetics, and trophodynamics of biological systems.
- 286 **Ecology and Evolution of Terrestrial Communities (4) W**  
Lecture, two hours; discussion, one hour. Structure and function of terrestrial biological communities. Physical and biological selection pressures affecting species associations. Prerequisite: consent of instructor.

## Department of Psychobiology

Psychobiology is concerned with the biological bases of behavior. The focus of study in psychobiology is upon the role of behavior in adaptation and the mechanisms by which this is accomplished. Emphasis is given to problems of the neural, endocrine, biochemical, genetic, and experiential determinants of arousal and attention, sensation and perception, learning, memory, motivation, emotion, and instinctive behavior. A broad comparative approach is taken to these problems.

The primary emphasis of the graduate training program in psychobiology is on research training. Nonetheless, since most psychobiology doctoral students continue their careers in academic settings, the Department requires each graduate student to participate in a directed teaching experience during each year of the graduate program. This training insures that graduates are experienced and capable teachers as well as scientists.

### PSYCHOBIOLOGY FACULTY

Norman M. Weinberger, *Chairman of the Department*: Neural bases of attention and learning

Carl Cotman: Neurochemistry, molecular psychology

Roland A. Giolli: Experimental neuroanatomy

Robert K. Josephson: Invertebrate neurophysiology

Herbert P. Killackey: Comparative neuroanatomy

Gary S. Lynch: Neural systems

James L. McGaugh: Learning and memory

Ernest P. Noble: Human behavior

Arnold Starr: Neural bases of sensory process

Richard F. Thompson: Neurophysiological bases of behavior

Marcel Verzeano: Neurophysiology

Jack C. Waymire: Neurochemistry, neuropharmacology  
Richard E. Whalen: Neural and endocrine bases of behavior  
Pauline I. Yahr: Analysis of animal behavior

## COURSES IN PSYCHOBIOLOGY

- 200A-B-C Research in Psychobiology (2 to 6 per quarter) F, W, S**  
Individual research under specific professor. Prerequisite: consent of instructor.
- 201A-B-C Seminar in Psychobiology (4-4-4) F, W, S**  
Seminar, three hours. Advanced study of current topics in various areas of psychobiology. Topics will vary from quarter to quarter and from year to year. Prerequisite: consent of instructor.
- 202A-B-C Methods in Psychobiology (4-4-4) F, W, S**  
Lecture, laboratory demonstration, discussion, three hours. Emphasizes classical as well as recent developments in psychobiological research methods and techniques. Prerequisite: consent of instructor.
- Psychobiology Graduate Core 206, 207A-B, 208A-B-C, 209, 210, 211, 212, 213**  
An integrated sequence in neurobiology and behavioral biology. Required of all first-year graduate students. Admission for other students by consent of instructor.
- 206 Neuroanatomy (4) F**  
Lecture, three hours. Analysis of the evolution of behavior and the role of behavior in adaptation to the environment.
- 207A Principles of Neuron Physiology (4) F**  
Lecture, three hours. Structure and function of single neurons, including properties of their membranes, excitation, conduction, and the chemistry and pharmacology of synaptic action. Emphasis is placed upon model systems, e.g., squid axon, neuromuscular junction, autonomic nervous system.
- 207B Neuropharmacology (2) W**  
A continuation of 207A with an emphasis on the regulation of synthesis and release of neurotransmitters in the central nervous system, and the drugs which influence these processes. Prerequisite: Psychobiology 206.
- 208A Neuroanatomy, Neurochemistry, and Bioelectronics (4) F**  
Lecture/laboratory, five hours. Gross and microscopic techniques for analyzing nervous systems, including neurohistology with normal and experimental material. Biochemical techniques for analysis of brain tissue, including separation and identification of cellular constituents. Basic instrumentation in neurophysiology.
- 208B Neurophysiology (4) W**  
Lecture/laboratory, five hours. Electrophysiological techniques for analyzing the central nervous system. Instruction in the use of single unit, multiple unit, gross evoked potential, and electroencephalographic recordings in classical preparations and chronically prepared animals.
- 208C Integrative Laboratory (4) S**  
Laboratory. Supervised laboratory work requiring the use of multiple approaches to a selected problem in brain and/or behavior research. Prerequisite: Psychobiology 208B.
- 209 Systems Neurophysiology (4) W**  
Lecture, three hours. The neurophysiology of sensory, motor, and nonspecific systems. Prerequisites: Psychobiology 206 and 207A.

**210 Neuroendocrinology (2) W**

Fundamental structure and function of the endocrine systems, with an emphasis upon hormonal control of behavior. Prerequisite: Psychobiology 206.

**211 Comparative Behavior (2) S**

Lecture, three hours. Analysis of the evolution of behavior and the role of behavior in adaptation to the environment. Prerequisite: Psychobiology 210.

**212 Attentive Processes (2) S**

Lecture, three hours. Analysis of the structure and function of peripheral and central nervous system processes underlying behavioral attention. Prerequisite: Psychobiology 209.

**213 Learning and Memory (4) S**

Lecture, three hours. Consideration of the problems of learning and memory in animals in terms of current research and theory. The problem of the nature of mechanisms involved in memory storage is emphasized. Prerequisite: Psychobiology 209.

**240 Advanced Analysis of Learning and Memory (4) F of odd years**

Lecture/seminar, three hours. Advanced analysis of contemporary research concerning the nature and neurobiological bases of learning and memory. Special emphasis is given to time-dependent processes involved in memory storage.

**241 Advanced Analysis of Hormones and Behavior (4) W of even years**

Lecture/seminar, three hours. Relationships which exist between endocrine secretions, the brain, and behavior. The biology of reproduction will be covered in detail as will the role of hormones in development stress and social behavior.

**243 Advanced Analysis of Comparative Neurology (4) S of odd years**

Lecture/seminar, three hours. Consideration of the evolution of the vertebrate nervous system emphasizing contemporary experimental approaches to selected systems.

**244 Advanced Neurochemistry (4) W of odd years**

Lecture/seminar, three hours. Integrated survey of the chemical and physiological mechanisms of synaptic transmission. Selected topics include growth and modification of synaptic connections from a chemical viewpoint.

**245 Advanced Biochemical Neuropharmacology (4) S of odd years**

Lecture/seminar, three hours. Study of molecular mechanisms of action of drugs affecting central nervous system. Basic mechanisms by which drugs alter synthesis, storage uptake, release, and catabolism of neural transmitters will be emphasized.

**246 Advanced Analysis of Attention and Learning (4) F of even years**

Lecture/seminar, three hours. Consideration of behavioral and neural aspects of attention. Examination of the concept of "attention" from a behavioral point of view and classical and current approaches to brain mechanisms which form the substrates of behavioral attention.

**247 Advanced Integrative Neurobiology (4) S of even years**

Lecture/seminar, three hours. Consideration of selected topics in neurobiology in which multidisciplinary approaches have been used to analyze function.

**248 Advanced Analysis in Neuroanatomy (4) W**

Lecture/seminar, three hours. Consideration of anatomical-histological organization of the somatosensory, auditory, and visual systems of vertebrates.

- 250 Advanced Analysis of Brain and Behavior (4) S of odd years**  
Analysis of basic mechanisms underlying behavioral modification and plasticity. Emphasis on processing involved in habituation, sensitization, and classical and instrumental conditioning.
- 251 Neurological Psychobiology (4) S of even years**  
Presentation of problems of clinical neurology through patient presentation, examination, and discussion. Patients with lesion or defects at various levels of the nervous system will be examined.
- 252 Advanced Analysis of Animal Behavior (4) W of odd years**  
Lecture/seminar, three hours. Considerations of the nature and bases of animal behavior.
- 253 Advanced Analysis of Muscle and Other Effectors (4) F of even years**  
Biophysics and biochemistry of striated muscle, proteins of muscle and their organization, sliding filament model of muscle contraction, calcium as a regulator of contractile activity, structural organization of control systems, neurological control of contractile activity, muscle kinetics and thermodynamics.

Note: consent of instructor required for seminar courses numbered 260-274. In order to earn four units of credit, three quarters must be taken. Partial credit may be earned for individual segments.

- 260 Seminar in Learning and Memory F, W, S**
- 261 Seminar in Hormones and Behavior F, W, S**
- 262 Seminar in Neural Networks F, W, S**
- 263 Seminar in Comparative Neurology F, W, S**
- 264 Seminar in Neurochemistry F, W, S**
- 265 Seminar in Biochemical Neuropharmacology F, W, S**
- 266 Seminar in Neural Bases of Learning F, W, S**
- 267 Seminar in Behavioral Excitability F, W, S**
- 268 Seminar in Neuroanatomy F, W, S**
- 270 Seminar in Neuroendocrinology F, W, S**
- 271 Seminar in Auditory Neurophysiology F, W, S**
- 272 Seminar in Neurophysiology Behavior F, W, S**
- 273 Seminar in Comparative Behavior F, W, S**
- 274 Seminar in Brain and Behavior F, W, S**
- 290 Colloquium in Psychobiology (2) F, W, S**  
Lecture, three-fourths hour; discussion, three-fourths hour. Presentation of contemporary research problems in Psychobiology and related areas by invited speakers. Satisfactory/Unsatisfactory only.

# Department of Medical Microbiology

Graduate instruction toward the Ph.D. degree is offered by the Department of Medical Microbiology, a Department of the College of Medicine which operates a graduate program under the administration of the School of Biological Sciences. The curriculum of the Department is designed to provide advanced training to individuals interested in the fundamental aspects of infectious and immune diseases, the molecular biology of infectious agents, and metabolic and regulatory processes which are of fundamental interest in the biomedical sciences. One purpose of this curriculum is to accelerate deployment of scientific skills against problems that have medical importance. The program consists of two types of activities. One of these is organized around formal and informal didactic work, while the second concentrates on research activities that have their emphasis on molecular basis of immune and infectious diseases.

It is recommended that the student's undergraduate preparation include courses in calculus, physical chemistry, and biochemistry. Before a graduate degree will be awarded, the student must demonstrate competence, by course work and examination, in biochemistry, physical chemistry, genetics, and various aspects of medical microbiology and immunology. During the first year, all students in the graduate program will be expected to spend approximately six weeks in various faculty members' laboratories with the aim of becoming familiar with the research approaches and the laboratory techniques employed in each specific research area. Graduate students are required to take graduate courses in biochemistry, and Medical Microbiology 210, 212, 213, and 214. Additional course work will reflect the interest of individual students. The major remaining requirement for the Ph.D. degree will be the satisfactory completion and oral defense of a dissertation consisting of original research carried out under the guidance of a faculty member.

## MEDICAL MICROBIOLOGY FACULTY

Paul S. Sypherd, *Chairman of the Department*: Molecular biology of fungal morphogenesis; biochemistry of nucleic acids; assembly of ribosomes; microbial genetics

Dennis D. Cunningham: Regulation of cell division; mammalian cell culture; DNA synthesis in mammalian cells

Gale A. Granger: Immunology; lymphotoxins; cell culture biology

G. Wesley Hatfield: Molecular mechanisms of biological control systems; enzyme regulation in mammalian cells

David T. Kingsbury: Viral nucleic acids; biochemistry of virus infection; molecular biology of infectious agents

Stuart M. Krassner: Biochemistry of animal parasites

Harris S. Moyed: Regulation of enzyme action and synthesis; action of antibiotics

Donald J. Raidt: Immunology; control of proliferation and differentiation in the immune response  
Clifford A. Woolfolk: General microbiology and physiology; enzymology

## COURSES IN MEDICAL MICROBIOLOGY

### 200A-B-C Research in Medical Microbiology (2 to 12 per quarter) F, W, S

Individual research supervised by a particular professor. Prerequisite: consent of instructor.

### 201A-B-C Research Topics in Medical Microbiology (4-4-4) F, W, S

Seminars presented by graduate students and faculty of the department which explore research topics in specialized areas of microbiology. These seminars provide the opportunity for students to gain experience in the organization, critical evaluation, and oral presentation of current research developments.

### 210A-B Medical Microbiology (4-4) W, S

This is an advanced course taught to medical students in the College of Medicine. Biochemical and genetic properties of infectious agents, the identification and behavior of pathogens, activities of toxins, chemotherapy, biochemical genetics of drug resistance, humoral and cell-mediated immunity, introduction to diagnosis, treatment and epidemiology of infectious diseases. Prerequisites: prior coursework in microbiology and biochemistry and consent of instructor. Same as Molecular Biology 240.

### 212 Microbial Physiology (4) S

The structural and functional organization of cells, the metabolism of organisms with respect to energetics, biosynthesis and nutrition, and the control of their proliferation and differentiation. Prerequisite: consent of instructor.

### 213 Genetics of Microorganisms (4) S

A presentation of the mechanisms employed by microorganisms for gene transfer, and the genetics of bacteriophage and animal viruses. Emphasis will be on organisms which cause human disease including the properties of resistance factors, transmission of antibiotic resistance and the genetic control of pathogenic factors. Prerequisite: prior courses in microbiology and biochemistry and consent of instructor.

### 214 Cell Culture Biology (4) F

The use of animal cell cultures to study problems of differentiation, mutation, control of enzyme synthesis, control of DNA synthesis and cell division, transformation to malignancy by tumor viruses, radiation, and chemical carcinogens, and the immune responses in cell culture. Prerequisite: consent of instructor.

### 215 Immunobiology and Immune Diseases (4) F

Presents what is currently known about the induction of expression of immune reactivity and mechanisms and effects of immune reactions in the production of tissue lesions. In depth coverage will be devoted to immunodeficiency diseases, transplantation immunology, tumor immunology, allergy, and autoimmune disease. Prerequisite: consent of instructor.

### 216 Tumor Biology (4) S

Control of growth and division in normal and malignant cells. Mechanisms of transformation by tumor viruses, theories of carcinogenesis, mechanisms of immune rejection of foreign tissue grafts and malignant cells. Prerequisite: consent of instructor. Same as Molecular Biology 242.

**217 Medical Virology (4) W**

Animal viruses as elements of disease including the mechanism of infection at both the cellular and organismic level. Topics to be covered include comparative studies of various groups and the role of the immune response in virus infection. Prerequisite: consent of instructor.

**218 Regulation and Metabolic Diseases (4) W**

In depth study of the molecular mechanisms which control gene expression in both procaryotic and eucaryotic cells. Both specific and integrative control systems will be studied and these mechanisms will be correlated with control and developmental phenomena. Aberrations of control mechanisms in metabolic diseases will be analyzed. Prerequisites: Molecular Biology 205A-B and consent of instructor.

**219 Molecular Mechanisms of Pathogenesis (4) F**

Analysis of biochemical and genetic determinants of antibiotic resistance, toxins, hemolysins, and other factors associated with virulence, and host-parasite interactions at the molecular level. Prerequisites: Medical Microbiology 210 and consent of instructor.

**220 Clinical Microbiology (4) S**

Lecture and laboratory course dealing with laboratory procedures employed in the identification of infectious agents. The studies will include the isolation of microorganisms from clinical material and the identification of the isolates by microscopic, culture, and serological technique. Prerequisites: Medical Microbiology 210 and consent of instructor.

**280A-B-C Advanced Studies in Medical Microbiology (2-2-2) F, W, S**

Presented by various members of the faculty and will relate current laboratory research to the literature.



*View to the east from the center of the campus.*

# School of Fine Arts

Clayton Garrison  
*Dean*

The primary activity of the School of Fine Arts is creating and performing works of art in an atmosphere in which the creative process is central. We are committed to the creative act: to making and performing. A program based on such a commitment requires a faculty experienced in the creative process. The faculty in the School of Fine Arts is comprised primarily of permanent artists-in-residence. Studio courses in all areas are taught by eminent faculty who have earned their living professionally and who continue to maintain professional assignments and commitments.

In addition to the permanent artists-in-residence faculty, visiting artists have and will always comprise about one-third of the staff, providing a constant inflow of ideas and personalities. A variety of artists challenges the students' sensibilities and encourages them to think and to create freshly and freely.

This ideology focused on the creative process, the professional and scholar-performer faculty, and the individual's commitment and courage provides, we feel, an ideal condition for the serious student in the arts who wants to be painting, sculpturing, dancing, acting, singing, directing, choreographing, writing, or playing an instrument six to ten hours a day during the most sensitive and formative years of life. Our central concern is the development of a creative talent in an atmosphere saturated with creativity.

In addition to programs concerned primarily with studio and performance activity, courses of study in the history and theory of the arts are offered as major areas of concentration.

Majors are offered in History of Art, Studio Art, Dance, Drama, Music, and Fine Arts Interdisciplinary. Requirements include extensive studio and workshop experiences, essential theoretical and historical backgrounds, and exercises in criticism. The requirements for all performing and studio majors in the fine arts are designed to provide opportunities for the student-artist to work creatively for at least four hours a day from the freshman year through graduation. Courses in film writing, film making, and television are also available in the Drama program. A student may major in Drama, with a primary concentration in the areas of film and television.

In addition to producing student concerts, musicals, and dramatic performances, the School of Fine Arts presents a varied offering of cultural

events each year, including distinguished lecturers, world-renowned concert artists, outstanding dance and drama groups, jazz and folk performers, a film series, and a gallery program.

The School of Fine Arts is organized as a School with areas of instruction and production, not with formal departments. The faculty generally meets as a whole one or two times a year. The faculty in each of the major areas of instruction (art history, studio art, dance, drama, music) nominates five students to the Dean's Student Advisory Council. The Dean selects two undergraduates and one graduate student from each area. These fifteen students comprise the Dean's Student Advisory Council for a term of one year. The Council meets about six times a year. This council reviews matters concerning appointments and promotions, curriculum, appropriations, policy on graduate admissions, productions and concerts, and community relations. There is no difference between undergraduate and graduate participation. The students act as an ad hoc review committee on all permanent appointments and on all recommendations for merit increases and promotions. Students in the School of Fine Arts are involved at a less formal level as participants, organizers, and coordinators throughout the year in the various productional units, including University Chorus, University Orchestra, University Chamber Symphony, University Theatre, Student Exhibitions, Graduate Art Gallery, Dance Concerts, Friday One O'Clock Concerts, Dance Workshop, Drama Workshop, Music Workshop, Film Production, and Television Production.

All new students are assigned, or they may choose their own, faculty advisors and are encouraged to meet with them during new student orientation week and periodically throughout the year to plan programs of study and to discuss educational and career objectives. In addition, students are invited to make use of the counseling services in the School of Fine Arts Office for assistance with programs, requirements, or any academic matter.

**Degrees Offered in the School**

Dance .....	B.A.
Drama .....	B.A.
Fine Arts .....	B.A., M.F.A.
History of Art .....	B.A.
Music .....	B.A.
Studio Art .....	B.A.

**Honors**

Students who have distinguished themselves academically and who have made substantial contributions in performances or exhibitions will be considered for honors at graduation. In keeping with the Academic Senate Resolution, no more than 12% of the graduating seniors may receive honors.

**Requirements for the Bachelor's Degree**

University Requirements: See page 28.

School Requirements: None (see under programs).

## **GRADUATE PROGRAM**

The School of Fine Arts offers programs leading to the degree of Master of Fine Arts with programs in Studio Art, Dance, Drama, and Music. The primary activity of the School of Fine Arts is performance — the creative act. Research activities are concerned with illuminating performance and inspiring the studio experience. The intellectual activity of theoretical, literary, and historical courses complements the practical work in studio workshops and performance. The aim of the program is, thus, to produce literate artists who are responsive to intellectual stimuli, who are capable of integrating knowledge into creative acts, and who are disciplined to the point of freedom. It is the strong belief of the School that intellectual integrity and professional excellence cannot exist without each other.

### **Admission to the Program**

Although the campus deadline for applications to be filed for the fall quarter is July 1, the quota of graduate students admitted to the School of Fine Arts is usually filled by April 1. Students are, therefore, advised to make application and to arrange for submission of portfolios, auditions, compositions, dossiers, and interviews by April 1. Students are not admitted to the program during the winter or spring quarters; no program is offered during the summer session. Students applying for scholarships and fellowships should do so through the Graduate Division not later than February 1 for the following year. The School of Fine Arts has a modest number of Teaching Assistantships available in all areas, and all candidates are automatically reviewed for Teaching Assistantship positions; the School informs successful candidates by June 1 for the following academic year.

Upon admission to the program the student will be assigned an advisor. The student should discuss with this advisor the scope of undergraduate preparation to determine any areas which may need strengthening if the student is to derive full benefit from graduate study.

## **History of Art**

The program in the history of art is designed to provide a comprehensive study of art as a humanistic discipline. The program is concerned with understanding the function and characteristics of the monuments of civilization. Artists' intentions and achievements are studied in their historical settings. Students majoring in the history of art should select appropriate courses in classics, history, literature, and philosophy, as well as in other areas of the fine arts. All majors in the history of art are encouraged to study a second language beyond the minimum requirement of two years at the university level.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

### Program Requirements

Art History Major: One year survey in history of art (Art 40A-B-C or any three courses from Art 20A-B-C-D-E-F); nine upper-division courses in art history, with at least one course in each of the following areas: Ancient (Art 100, 100N, 101, 102), Medieval (Art 103, 103N), Renaissance/Baroque (104, 104N, 105, 105N, 106, 106N, 107, 107N), and Modern (Art 108, 108N, 109, 109N, 110N, 128, 129); two proseminars in Art History (198); two years in a single European language at university level (through 2C) or equivalent competence; three courses in Fine Arts outside the major (these courses may be taken Pass/Not Pass).

## HISTORY OF ART FACULTY

Clayton Garrison, Ph.D. Stanford University, *Professor and Acting Chairman of Art History and Dean of the School of Fine Arts*

George Bauer, Ph.D. Princeton University, *Assistant Professor of Art History*

Linda Bauer, Ph.D. Institute of Fine Arts, New York University, *Assistant Professor of Art History*

Hara Georgiou, Ph.D. Bryn Mawr, *Assistant Professor of Art History*

Victoria Kaufman, Ph.D. University of Chicago, *Assistant Professor of Art History*

Philip Leider, M.A. University of Nebraska, *Lecturer in Art History*

Steven Wander, Ph.D. Stanford University, *Assistant Professor of Art History*

## LOWER-DIVISION COURSES IN HISTORY OF ART

### 20 Nature of Art

20A Pre-historic, Ancient, Pre-Columbian (4)

20B Greek, Roman, Early Christian (4)

20C Byzantine, Romanesque, Gothic (4)

20D Renaissance (4)

20E Baroque (4)

20F Eighteenth Century and Nineteenth Century (4)

40A-B-C History of Art (4-4-4) F, W, S

46 The Nature of Architecture (4)

## UPPER-DIVISION COURSES IN HISTORY OF ART

Courses in the following 100-109 sequence will include such topics as: The Arts of Crete and Early Greece, Roman Architecture, Early Christian and Byzantine Art, Gothic Architecture, Italian Renaissance Sculpture, Baroque Painting, The Rococo, Impressionism, and Twentieth-Century Painting.

The topics within a given area will vary from quarter to quarter; hence if the topic varies each course may be repeated for credit. Art 40A-B-C (or any three courses from Art 20A-B-C-D-E-F) is *prerequisite*.

- 100 Studies in Ancient Art (4)  
Same as Classics 100.
- 101 Studies in Greek Art (4)
- 102 Studies in Roman Art (4)
- 103 Studies in Medieval Art (4)
- 104 Studies in Southern Renaissance Art (4)
- 105 Studies in Northern Renaissance Art (4)
- 106 Studies in Baroque Art (4)
- 107 Studies in Eighteenth-Century Art (4)
- 108 Studies in Nineteenth-Century Art (4)
- 109 Studies in Twentieth-Century Art (4)
- 110 Studies in American Art (4)
- 111 Studies in Primitive Art (4)
- 112 Studies in Oriental Art (4)

Art 40A-B-C is not prerequisite for the following courses:

- 100N Ancient Art (4)
- 103N Medieval Art (4)
- 104N Italian Renaissance (4)
- 105N Northern Renaissance (4)
- 106N Baroque (4)
- 107N Eighteenth-Century Art (4)
- 108N Nineteenth-Century Art (4)
- 109N Twentieth-Century Art (4)
- 110N Twentieth-Century Architecture (4)
- 112N Oriental Art (4)
- 127 History of Design (4)
- 128 Art and Technology (4)
- 129 New American Art (4)
- 140 Criticism of Art (4)  
May be repeated for credit.

All advanced problems, special studies, and tutorial courses may be repeated for credit.

- 195 Art Museum Problems (4)
- 196 Tutorial in Art History (4)
- 198 Proseminar in Art History (4)

## GRADUATE COURSES IN HISTORY OF ART

All graduate courses may be repeated for credit.

- 200 Bibliography and Research (4)

- 220 Seminar in Art History (4)
- 240 Graduate Projects (4)
- 250 Directed Reading (4)
- 260 Thesis (4)

## Studio Art

The program in studio art provides basic studio experiences in the fundamental knowledge and techniques of drawing, painting, sculpture, ceramics, and graphic arts, and a study of the history and criticism of art. The curriculum constantly relates studio practice to the development of the visual arts and current critical theory. It aims to develop a sense of visual awareness by as wide a range of the study of art as possible. The student majoring in art experiences the creative aspects of art by learning to think with the materials and techniques of the medium.

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

### Program Requirements

Studio Major: One year in visual fundamentals (Art 30A-B-C); one year survey in history of art (Art 40A-B-C or any three courses from Art 20A-B-C-D-E-F); one year in lower-division studio courses in sequence; three courses in history of modern art; twelve upper-division studio courses (Art 145 through 194).

### Master of Fine Arts Program

#### Degree Offered

M.F.A. in Art (Studio).

#### Admission

Applicants for admission to the degree program must:

- (a) meet the general requirements for admission to graduate status.
- (b) hold a B.A. or B.F.A. in Art.
- (c) submit a portfolio of their creative work.

#### General Degree Requirements

- (a) Residence: normally two years. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions.
- (b) The student's progress and body of work will be reviewed by a faculty committee, normally after three quarters in residence. A satis-

factory opinion by this committee will allow the student to progress to candidacy for the degree.

- (c) Demonstration of degree calibre by a specific creative project. This project is to be supported by a thesis incorporating visual and written material relevant to the project and the candidate's creative research while at UCI. Oral defense of the project and essay may be required to test the candidate's general knowledge in the area in which the project falls.

### Specific Degree Requirements

Completion with grade of not less than B minus of seventy-two quarter units of graduate or approved upper-division undergraduate courses. Not more than twenty units of undergraduate courses may count towards the degree. Electives may be taken in any discipline. The seventy-two units will normally be made up in the following manner:

**First Year:** three seminars in Problems of Contemporary Art (230); three courses in Graduate Projects (240); three courses in Graduate Problems (215).

**Second Year:** three seminars in Problems of Contemporary Art (230); three courses in Graduate Projects (240); two courses in Graduate Problems (215); and one course in Thesis (260).

### STUDIO ART FACULTY

John Mason, Chouinard Art Institute, *Professor of Studio Art and Chairman of Studio Art* (on leave)

Bastiaan Ader, M.F.A. Claremont Graduate School, *Lecturer in Studio Art*

Eleanor Antin, New School for Social Research, *Lecturer in Studio Art*

Ed Bereal, Chouinard Art Institute, *Lecturer in Studio Art*

Tony DeLap, San Francisco Academy of Art, *Associate Professor of Studio Art and Acting Chairman of Studio Art*

John Paul Jones, M.F.A. University of Iowa, *Professor of Studio Art*

Craig Kauffman, M.F.A. University of California, Los Angeles, *Assistant Professor of Studio Art*

### LOWER-DIVISION COURSES IN STUDIO ART

#### 30A-B-C Visual Arts Fundamentals

30A Fundamentals of Drawing and Pictorial Structure (4) F

30B Theory of Color and Two-Dimensional Design (4) W

30C Three-Dimensional Design (4) S

#### 35A-B-C Contemporary Artists (4-4-4) F, W, S

Materials and processes of contemporary artists.

50A-B-C Drawing (4-4-4) F, W, S

60A-B-C Painting (4-4-4) F, W, S

70A-B-C Sculpture (4-4-4) F, W, S

80A-B-C Graphic Arts (4-4-4) F, W, S

86A-B-C Ceramics (4-4-4) F, W, S

## UPPER-DIVISION COURSES IN STUDIO ART

All advanced problems, special studies, and tutorial courses may be repeated for credit.

- 145 **Advanced Problems in Design (4)**  
Prerequisites: Art 30A-B-C.
- 150 **Advanced Problems in Drawing (4)**  
Prerequisites: Art 30A-B-C and 50A-B-C.
- 160 **Advanced Problems in Painting (4)**  
Prerequisites: Art 30A-B-C and 60A-B-C.
- 170 **Advanced Problems in Sculpture (4)**  
Prerequisites: Art 30A-B-C and 70A-B-C.
- 180 **Problems in Graphic Art (4)**
- 185 **Design and Typography (4)**
- 186 **Advanced Problems in Ceramics (4)**  
Prerequisites: Art 30A-B-C and 86A-B-C.
- 190 **Studio Problems (4)**
- 191 **Studio in Drawing (4)**
- 192 **Studio in Painting (4)**
- 193 **Studio in Sculpture (4)**
- 194 **Studio in Graphic Arts (4)**

## GRADUATE COURSES IN STUDIO ART

All graduate courses may be repeated for credit.

- 210 **Graduate Studio: Painting (4)**
- 211 **Graduate Studio: Sculpture (4)**
- 212 **Graduate Studio: Ceramics (4)**
- 214 **Graduate Studio: Graphic Arts (4)**
- 215 **Graduate Studio: Problems (4)**
- 230 **Seminar in Problems of Contemporary Art (4)**
- 240 **Graduate Projects (4)**
- 250 **Directed Reading (4)**
- 260 **Thesis (4)**

# Dance

The program in dance provides basic studio experiences in the fundamental knowledge and techniques of classical ballet and of contemporary dance movements. The classical academic approach to ballet adheres to those principles developed from Noverre through Petipa and Cecchetti modified to accommodate our current understanding of those laws of physics and of the human anatomy applicable to the study of dance. The workshops in contemporary dance explore and extend the

various approaches to modern dance and jazz, concentrating on physiological and rhythmic problems encountered in contemporary choreography. Studies in pre-classic dance forms and their musical structures provide additional workshop experience as well as significant research materials for choreographic problems. Theoretical and historical courses complement the practical work in workshops, choreography, and performance. The program is designed for students preparing to continue professionally as dancers, as choreographers, and as teachers, as well as for students who, while not planning to make the study of dance their vocation, have a serious interest in the theory, practice, and history of dance.

The traditional technique of classical ballet constitutes a craft and style that serves not only as a physiological center for the logical training of the body, but also as a basic language of movement for the choreographer. Workshop experiences build progressively on the basic techniques of ballet and extend through the contemporary idioms of jazz, modern, and freestyle. The aim is to develop kinetic resources, precision, flexibility, and freedom in an eloquently coordinated and intelligently responsive body.

### **Requirements for the Bachelor's Degree**

University Requirements: See page 28.

School Requirements: None.

#### **Program Prerequisites**

Basic ability in techniques of ballet and freestyle dance forms is prerequisite to declaring a major in dance. All students who desire to declare a major in dance must audition. All advanced standing applicants to the University who have indicated an interest in majoring in dance will be notified by the School of the date of audition, the successful completion of which is the authorization to declare a major in dance.

Inasmuch as the level of performance is generally determined by the length of time in study, all transfer students must anticipate meeting the total performance requirements for the B.A. degree. Students deficient in level of performance in comparison to their level of study should plan to extend their studies in order to meet performance requirements.

#### **Program Requirements**

Performing Major: Four years studio work in ballet (Dance 30A-B-C, 35A-B-C, 130A-B-C, 135A-B-C); three years studio work in freestyle (Dance 40A-B-C, 45A-B-C, and 140 for three quarters); two years studio work in jazz (Dance 50A-B-C, 55A-B-C); one year in theory (Dance 20A-B-C); one year in music for dancers (Dance 120A-B-C); one course in dance notation (Dance 65A); three consecutive courses in history of dance (Dance 110A-B-C or 112A-B-C); three courses in choreography (Dance 155A-B-C); two courses in acting (Drama 30A-B); participation in dance performance (Dance 160).

Teaching, History, or Choreography Major: Three years studio work in ballet (Dance 30A-B-C, 35A-B-C, 130A-B-C); two years studio work in freestyle (Dance 40A-B-C, 45A-B-C); one year studio work in jazz (Dance 50A-B-C); one year in theory (Dance 20A-B-C); one year in music for dancers (Dance 120A-B-C); three consecutive courses in history of dance (Dance 110A-B-C or 112A-B-C); three courses in dance notation (Dance 65A-B-C); three courses in choreography (Dance 155A-B-C); two courses in acting (Drama 30A-B); participation in dance performance (Dance 160).

## Master of Fine Arts Program

### Degree Offered

M.F.A. in choreography and in the teaching of dance.

### Admission

Applicants for admission to the degree program must:

- (a) meet the general requirements for admission to graduate status.
- (b) hold a B.A. or B.F.A. in Dance. Candidates must meet the minimum requirements for the B.A. degree from the Irvine campus of the University of California.
- (c) provide proof by personal audition, or submission of a film of their work, of their practical ability in ballet, freestyle, and jazz dance forms.

### General Degree Requirements

- (a) Residence: normally two years. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions.
- (b) Demonstration, normally after three quarters in residence, of satisfactory progress by the presentation of a choreographic project. Acceptable completion of this project will allow the student to progress to candidacy for the degree.
- (c) Demonstration of degree calibre by a major production thesis: in choreography this would be the composition and production of a choreographic work; in teaching this would be a practical and comprehensive project concerned with the teaching of dance. Either the production thesis or the teaching project must be supported by a written paper of about twenty pages. The production or project and supporting paper are to be defended in a one-hour oral examination which may also test the candidate's general knowledge in the area.  
*or*  
Preparation of a written thesis of about seventy-five pages in a chosen area of research. This thesis is to be defended in a one-hour oral examination which may also test the candidate's general knowledge in the area.

- (d) Candidates presenting a written research thesis are required to demonstrate a reading knowledge of French. Subject to faculty approval this knowledge may be demonstrated by: Educational Testing Service Foreign Language Test; an examination administered by the faculty; or satisfactory completion of a course at a specified level.

### Specific Degree Requirements

Completion with grade of not less than B minus of seventy-two quarter units of graduate or approved upper-division undergraduate courses. Not more than twenty units of undergraduate courses may count toward the degree. Electives may be taken in any discipline. The seventy-two units will normally be made up in the following manner:

**First Year:** three courses in Dance and Related Arts (220); three courses in Teaching of Dance (231); three courses (twelve units) in Graduate Ballet, Freestyle, or Jazz (210, 211, 212); two courses in Graduate Projects (240), or two courses in Thesis (260).

**Second Year:** three courses in Dance and Related Arts (220); two courses (eight units) in Graduate Ballet, Freestyle, or Jazz (210, 211, 212); two courses in Graduate Projects (240), or two courses in Thesis (260).

### DANCE FACULTY

Eugene Loring, *Professor of Dance and Chairman of Dance*

Roy Fitzell, *Lecturer in Dance*

El Gabriel, *Lecturer in Dance*

Jack Kauflin, *Lecturer in Dance*

Olga Maynard, *Lecturer in Fine Arts*

James Penrod, M.F.A. University of California, Irvine, *Associate Professor of Dance*

Janice Gudde Plastino, Ph.D. University of Southern California, *Assistant Professor of Dance*

Barbara Plunk, *Lecturer in Dance*

Paul Shipton, *Lecturer in Dance*

Antony Tudor, Associate Director, American Ballet Theatre, *Lecturer in Dance*

### LOWER-DIVISION COURSES IN DANCE

20A-B-C Theories of Dance (4-4-4)

Open only to students enrolled in workshop courses.

30A-B-C Studio Workshop in Ballet I (2-2-2)

35A-B-C Studio Workshop in Ballet II (2-2-2)

Prerequisites: Dance 30A-B-C (Ballet I).

40A-B-C Studio Workshop in Freestyle I (2-2-2)

45A-B-C Studio Workshop in Freestyle II (2-2-2)

Prerequisites: Dance 40A-B-C (Freestyle I).

50A-B-C Studio Workshop in Jazz I (2-2-2)

Prerequisites: Dance 40A-B-C.

**55A-B-C Studio Workshop in Jazz II (2-2-2)**

Prerequisites: Dance 50A-B-C (Jazz I).

**65A-B-C Dance Notation (4-4-4)**

Prerequisite: One year in a studio workshop course.

**UPPER-DIVISION COURSES IN DANCE****110A-B-C History of World Dance (Prehistoric to Contemporary) (4-4-4)**

Offered alternate years with Dance 112A-B-C.

**112A-B-C History of Theatre Dance (Renaissance Ballet to Contemporary) (4-4-4)**

Offered alternate years with Dance 110A-B-C.

**120A-B-C Music for Dancers (4-4-4)**

Offered alternate years.

**125 Criticism of Dance (4)**

May be repeated for credit.

**130A-B-C Advanced Studio Workshop in Ballet III (2-2-2)**

Prerequisites: Dance 35A-B-C (Ballet II).

**135A-B-C Advanced Studio Workshop in Ballet IV (2-2-2)**

Prerequisites: Dance 130A-B-C (Ballet III).

**140 Advanced Studio Workshop in Freestyle (2)**

May be repeated for credit. Prerequisites: Dance 45A-B-C (Freestyle II).

**150 Advanced Studio Workshop in Jazz (2)**

May be repeated for credit. Prerequisites: Dance 55A-B-C (Jazz II).

**155A-B-C Choreography I (4-4-4)****160 Dance Performance (4)**

May be repeated for credit.

**170 Ethnic Dance of Eastern Cultures (2)**

May be repeated for credit.

**175 Ethnic Dance of Western Cultures (2)**

May be repeated for credit.

**180A-B-C Choreography II (4-4-4)****185A-B-C Choreography III (4-4-4)****190 Studio Tutorial in Ballet (2)**

May be repeated for credit. Prerequisites: Dance 130A-B-C (Ballet III).

**191 Studio Tutorial in Freestyle (2)**

May be repeated for credit. Prerequisite: Dance 140 (Advanced Studio Workshop in Freestyle).

**192 Studio Tutorial in Jazz (2)**

May be repeated for credit. Prerequisite: Dance 150 (Advanced Studio Workshop in Jazz).

**193 Studio Tutorial in Choreography (4)**

May be repeated for credit. Prerequisites: Dance 185A-B-C (Choreography III).

**194 Tutorial in History of Dance (4)**

May be repeated for credit. Prerequisites: Dance 110A-B-C, 120A-B-C, 180A-B-C.

**195 Tutorial in Dance Notation (4)**

May be repeated for credit.

**198 Dance Workshop (4)**

May be repeated for credit.

**GRADUATE COURSES IN DANCE**

All graduate courses may be repeated for credit.

**200 Bibliography and Research (4)**

**210 Graduate Studio: Ballet (2)**

**211 Graduate Studio: Freestyle (2)**

**212 Graduate Studio: Jazz (2)**

**213 Graduate Studio: Choreography (4)**

**220 Seminar in Dance History (4)**

**230 Seminar in Theories of Dance (4)**

**231 Seminar in the Teaching of Dance (4)**

**240 Graduate Projects (4)**

**250 Directed Reading (4)**

**260 Thesis (4)**

## **Drama**

The program leading to the Bachelor of Arts in drama provides the professional training and the liberal study essential to attaining the highest standards in theatre. Each major in drama experiences exacting and rigorous training in the mutually interrelated areas of the theatre: performance, design, literature, history, and criticism. The curriculum constantly relates studio practice, technical resources, and productional techniques to the development of dramatic literature and current critical theory. The student specializes during the last two years of study in acting, directing, scene design, costume design, or criticism. Majors in drama are expected to undertake extensive studies in art, dance, and music.

The continuous production of plays, musicals, operettas, and operas constitutes the major activity of the department. Students are treated as members of a theatrical organization, and they acquire experiences in all phases of theatrical production in a professionally disciplined atmosphere. Dramatic production centers on an exhaustive analysis of the script and on the challenge of communicating the complexities of the plan to an audience in a unified and meaningful production.

The program is designed for students preparing to continue professionally as actors, directors, designers, critics, and teachers, as well as for students who, while not planning to make the study of theatre their vocation, have a serious interest in the literature, theory, and practice of drama.

### **Requirements for the Bachelor's Degree**

University Requirements: See page 28.

School Requirements: None.

### Program Requirements

One year survey in the development of dramatic literature (Drama 40A-B-C); one year in acting (Drama 30A-B-C); one year in design (Drama 50A-B-C); two upper-division courses in dramatic literature; six upper-division courses in addition to the two in dramatic literature mentioned above (these may be in studio work and/or in dramatic literature, playwriting, film writing, film making, television production, and criticism); three courses in Fine Arts outside the major (these courses may be taken on Pass/Not Pass); participation (acting or technical) in at least one University Theatre or Drama Workshop production a year (Drama 100, 101, 198).

## Master of Fine Arts Program

### Degree Offered

M.F.A. in acting, directing, design.

### Admission

Applicants for admission to the degree program must:

- (a) meet the general requirements for admission to graduate status.
- (b) hold a B.A. or B.F.A. in Drama with undergraduate training roughly comparable to the UCI undergraduate program in drama.
- (c) submit by April 1 a dossier of biographical information and theatrical experience together with photographs, essays, reviews, and production books, where available, and/or portfolio.
- (d) audition and interview, where possible, with members of the UCI drama faculty.

### General Degree Requirements

- (a) Residence: normally two years. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions.
- (b) Qualifying Projects: During the first year of residence each candidate will prepare, for credit, two Graduate Projects, in either acting, directing, design, theatrical research, or a combination of two of these. Satisfactory completion of these projects, as determined by the faculty, is prerequisite to entering the second year of the program.
- (c) Oral Examination: During the second year of the program, the candidate will be tested on general familiarity with the history of the theatre and the principal works of dramatic literature. An assigned list of books and plays will form the basic syllabus of this examination.
- (d) Thesis: Normally this consists of directing, designing, or playing a

principal role in major production, and collecting in essay form the evidences of research, analysis, and judgments which formed a part of the production experience.

- (e) Production experience: Each graduate student is expected to participate in productions throughout residence at UCI.
- (f) Course Requirements: seventy-two quarter units (eighteen courses) with grades of B minus or better, and maintenance of a total GPA of 3.00 or higher. Not more than twenty units of undergraduate credit may count towards the degree. The seventy-two units will normally be made up in the following manner:

Five graduate studios in the area of emphasis: Graduate Studio in Acting (210); Graduate Studio in Directing (211); or Graduate Studio in Design (255).

Three graduate seminars selected from: Graduate Seminar in Dramatic Literature (220); Graduate Seminar in Criticism (221); Graduate Seminar in Theatre History (222); Graduate Seminar in Contemporary Theatre (230).

Four graduate projects (240) of which one is the thesis. These may be taken in any area.

In addition, candidates in directing will take: one course Theatre and Stage Management (170B); one course Graduate Theatre Production (201); one course Graduate Acting (210); and three courses electives.

Candidates in acting will take: one course Graduate Directing (211); one course Graduate Theatre Production (201); and four courses electives.

Candidates in design will take: two courses Graduate Theatre Production (201); one course Directing, or Theatre and Stage Management (170B); and three courses electives.

## DRAMA FACULTY

Robert S. Cohen, D.F.A. Yale University, *Professor of Drama and Chairman of Drama*

Richard Triplett, Otis Art Institute, *Professor of Drama and Chairman of Theatre Design*

Gary Belshe, M.A. University of Missouri, *Lecturer in Drama*

Ian Bernard, *Lecturer in Drama*

Ashley Carr, M.F.A. Yale University, *Assistant Professor of Drama*

Stuart Duckworth, M.F.A. University of California, Irvine, *Lecturer in Drama*

Cameron Harvey, M.F.A. University of California, Irvine, *Assistant Professor of Drama*

Brewster Mason, Royal Shakespeare Company, *Lecturer in Drama*

David McDonald, Ph.D. Stanford University, *Assistant Professor of Drama*

William Needles, Stratford Shakespearean Festival, *Lecturer in Drama*

Thomas Ruzika, M.F.A. University of California, Irvine, *Lecturer in Drama*

Charles Tomlinson, University of London, *Assistant Professor of Drama*

## LOWER-DIVISION COURSES IN DRAMA

20 The Nature of Drama: Structure and Style (4)

25 Shakespeare (4)

30A-B-C Acting

30A Movement, Improvisation, Theatre Games (4) F

30B Characterization and Scenes (4) W

30C Performance Technique (4) S

32 Playwriting (4)

Same as English WR 32.

40A-B-C Development of Drama

Same as Comparative Literature 40A-B-C.

40A Greek Drama through Shakespeare (4) F

40B Restoration Drama through Ibsen (4) W

40C Contemporary Drama (4) S

50 Introduction to Theatre Design

50A Costume Design (4)

50B Scenic Design (4)

50C Lighting Design (4)

50D Make-up Design (4)

55A-B History of Theatre Design (4-4)

## UPPER-DIVISION COURSES IN DRAMA

100 University Theatre (4)

May be repeated for credit.

101 Theatre Production (4)

Production experience based on observation and participation in the theatre organization: costume production, scenic production, lighting production, sound production, stage management. May be repeated for credit.

103 Lectures in Dramatic Literature (4)

May be repeated, provided topic changes. Courses include Medieval and Tudor Drama, Elizabethan and Jacobean Drama, Shakespeare, Restoration and Eighteenth-Century Drama, Modern British Drama, Modern American Drama, Tragedy, and Comedy. Same as English 103.

104 Greek Drama (4)

May be repeated, provided topic changes.

109 History of Film (4)

May be repeated for credit, provided topic changes.

112 Advanced Playwriting (4)

Same as English WR 112. May be repeated for credit. Prerequisite: Drama 32.

114 Film Writing (4)

May be repeated for credit.

- 115A-B-C **Film Making (4-4-4)**  
Prerequisite: interview with instructor.
- 116 **Film Criticism (4)**  
May be repeated for credit, provided topic changes.
- 117 **Russian Stage and Film Drama (4)**  
Same as Russian 155.
- 120A-B **History of Design in Theatre (4-4)**
- 130 **Advanced Acting (4)**  
May be repeated for credit. Prerequisites: Drama 30A-B-C and audition.
- 132A-B-C **Speech for the Theatre (4-4-4)**  
A course aimed at 1) improving natural, clear, unaffected speech, and 2) eliminating negative habits and regional accents: exercises for physical tension, vocal support, tone production, vocal quality, and articulation.
- 140 **Contemporary American Drama (4)**
- 141 **Contemporary British Drama (4)**
- 142 **Contemporary Continental Drama: Theatre of the Absurd (4)**
- 143 **Realism and Revolt: Ibsen to O'Neill (4)**
- 150A-B-C **Production Theory and Technique: Costume (4-4-4) F, W, S**  
Prerequisite: Drama 50A.
- 151A-B-C **Production Theory and Technique: Scenery (4-4-4) F, W, S**  
Prerequisite: Drama 50B.
- 152 **Production Theory and Technique: Lighting (4)**  
Prerequisite: Drama 50C.
- 155 **Studio in Theatre Design (4)**  
May be repeated for credit. Prerequisites: Drama 50A-B-C and Drama 55A-B, or consent of instructor.
- 156 **Project in Theatre Design (4)**  
May be repeated for credit.
- 159 **Proseminar in Theatre Design (4)**  
May be repeated for credit.
- 165 **Music Theatre Workshop (4)**  
May be repeated for credit.
- 166 **History of Operetta and Musical Theatre (4)**
- 170 **Directing (4)**  
May be repeated for credit.
- 171 **Theatre and Stage Management (4)**
- 172 **Contemporary Theories on Play Directing (4)**
- 173 **Theatre Orchestra (4)**  
Same as Music 173. May be repeated for credit.
- 174 **Acting-Directing Workshop (4)**  
May be repeated for credit.
- 175 **Staging Shakespeare (4)**  
May be repeated for credit.
- 180 **Dramatic Criticism (4)**  
May be repeated for credit.
- 182 **History of Dramatic Criticism (4)**

**185 Advanced Directing (4)**

May be repeated for credit.

**186 Projects in Film Making (4)**

May be repeated for credit. Prerequisites: Drama 115A-B-C and permission of instructor.

The following courses may be repeated for credit:

**190 Studio in Acting (4)**

**191 Studio in Directing (4)**

**194 Criticism (4)**

**195 Television Production (4)**

**197 Dramatic Literature (4)**

**198 Drama Workshop (4)**

**GRADUATE COURSES IN DRAMA**

All graduate courses may be repeated for credit.

**200 Bibliography and Research (4)**

**201 Graduate Theatre Production (4)**

**210 Graduate Studio: Acting (4)**

**211 Graduate Studio: Directing (4)**

**212 Graduate Studio: Playwriting (4)**

**214 Graduate Studio: Film Writing (4)**

**215 Graduate Studio: Film Making (4)**

**220 Seminar in Dramatic Literature (4)**

**221 Seminar in Criticism (4)**

**222 Seminar in Theatre History (4)**

**230 Seminar in Contemporary Theatre (4)**

**240 Graduate Projects (4)**

**250 Directed Reading (4)**

**255 Graduate Theatre Design (4)**

**260 Thesis (4)**

## **Music**

The program for the Bachelor's degree with a major in music is designed for two main classes of students: those who wish to obtain a sound background in music leading to a terminal degree and those who wish to obtain a thorough preparation for undertaking graduate work in one or more of four broad fields: musicology, composition, music performance, and teaching. The program provides intensive training in three mutually dependent areas as related components of a total musical experience: performance and musicianship, the theory of music, and the history of music. A knowledge of all three of these areas is indispensable and minimal for a successful career in music.

Beyond the specific goals outlined above and the requirements listed below, the student in music, through cooperative programs undertaken in conjunction with the other arts, achieves an awareness of the relationship of music to those other arts and of the various roles of music in society, both past and present.

### Entrance Requirements

The student will be given an entrance examination at the commencement of the freshman year to determine whether the student meets the requirements of the program as stated below. After two years, the faculty will meet as a jury to determine whether the student is making sufficient progress to qualify as an upper-division music major. All transfer students are required to audition for the music faculty and receive permission before declaring themselves as music majors.

#### Voice Majors

At least two years private study and/or participation in choral or orchestral ensemble and facility at the keyboard are recommended. Background in Italian, French, and German art songs is recommended.

#### Piano Majors

The requirements for an entering piano major are that the candidate should have mastered a Haydn or Mozart sonata, a two-part invention of Bach, and all the major and minor scales and arpeggios.

#### Woodwind Majors: flute, oboe, clarinet, bassoon

Sustained tone production, precise intonation over a dynamic range from *pianissimo* to *fortissimo*, control of breath, tongue, and double and triple tongue attacks over the entire range of the instrument, all major and minor scales and arpeggios *legato* and *staccato* commensurate with the range and technique of the instrument are required. The student should be able to play and read a repertoire of a difficulty comparable to the earlier symphonies of Haydn, Mozart, Beethoven, and Schubert and should demonstrate knowledge of the sonata literature for the particular instrument.

#### Brass Majors: French horn, trumpet, trombone, tuba

Requirements are essentially the same as for woodwinds.

#### Percussion Majors

Mastery of rudimentary drum techniques and a knowledge of the piano comparable to grade three is required.

#### String Majors: violin, viola, violoncello, double bass

Clear tone production, precise intonation with and without vibrato, controlled vibrato, slurred, *detaché*, *louré*, *staccato*, and simple *spiccato* bow strokes, knowledge of all major and minor scales and arpeggios are highly desirable. The student should also be able to satisfy the same general repertoire requirements listed above under woodwinds.

### Guitar and Lute Majors

The entering requirements are: the mastery of all major and minor scales, and etudes such as those of Fernando Sor to demonstrate the ability to play arpeggios, chords, slurs, and the rest stroke cleanly and with good tone; the ability to sight-read single lines on all parts of the fingerboard, and simpler pieces in more than one part up to the fifth position; the ability to demonstrate knowledge of repertoire from different periods, and to perform at least one extended work (sonata, suite, theme and variations, etc.). Prior knowledge of the lute is desirable but not essential.

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

#### Program Requirements (General)

Entering majors are expected to have competence in the practice of music — in reading and performing. At the end of the sophomore year, the faculty will meet as a jury to determine whether the student is making sufficient progress to qualify as an upper-division major.

All transfer students must take placement examinations. Basic to the program for all majors is command of piano: the performance at sight of moderately difficult works. Students must demonstrate this skill, by examination, no later than the end of the first quarter of the junior year.

Performance requirements include private study — vocal or instrumental, a senior recital, and participation in the chorus or various music ensembles during each quarter of the student's four years.

#### Program Requirements (Specific)

Two years work in theory (Music 30A-B-C, 130A-B-C); two years work in musicianship (Music 5A-B-C, 15A-B-C; Music 5A-B-C to be taken concurrently with 30A-B-C and Music 15A-B-C to be taken concurrently with 130A-B-C); one year in history and literature of music (Music 40A-B-C) to be preceded by Music 30A-B-C; one year in counterpoint (Music 135A-B-C); two courses in analysis (Music 155A-B); one upper-division course in history and criticism of music (Music 140 through 145, 152A-B-C); instrumental or vocal instruction each quarter of residence (Music 165, 166, 167, 168, 190); command of piano; a senior recital. All music majors who are studying an orchestra or band instrument, or the piano, are required to enroll in two sections of Instrumental Ensemble each quarter of residence (Music 160, Lab. 1, 2, 3, 4, 5). All music majors studying voice are required to enroll in both sections of Choral Ensemble (Music 162, Lab. 1, 2) each quarter of residence.

## Master of Fine Arts Program

### Degree Offered

M.F.A. in composition, voice, choral conducting, or musicology.

### Admission

Applicants for admission to the degree program must:

- (a) meet the general requirements for admission to graduate status. The Graduate Record Examination is not required, although an applicant may submit the results.
- (b) hold a B.A. or a B.M. in Music, or the equivalent.
- (c) submit a composition or audition (or present a recorded demonstration of performance) if applying for the program in composition or in performance. Applicants must also submit an eight to ten page paper on a musical subject (analytical, theoretical, historical); this requirement may be fulfilled by the submission of an undergraduate term paper.
- (d) be tested by an examination in their knowledge of basic musical tools: ear training, sight-singing, written and keyboard harmony, dictation, score reading, and minimal facility at the piano (including sight-reading). Applicants must submit proof of at least two years college study of at least one of the following languages: French, German, Italian.

### General Degree Requirements

- (a) Residence: normally, two years. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions.
- (b) Comprehensive examination: normally undertaken after three to four quarters in residence. Passing these examinations allows the student to progress to candidacy for the M.F.A. A student failing these examinations may reschedule them once in the following quarter.
- (c) Demonstration by a written examination (administered by the music faculty) of a reading knowledge of two languages other than English (French, Italian, German, Latin). Reading knowledge of one of these languages must be demonstrated by written examination before the candidate may schedule the comprehensive examination. See above, under (b).
- (d) Participation in performance at UCI throughout residence.

### Specific Degree Requirements

Completion with grade of not less than B minus of seventy-two quarter units of graduate level courses or approved upper-division undergraduate courses. The latter, when taken by a graduate student at UCI and

not exceeding twenty quarter units, may count towards the M.F.A. degree.

The following programs are now offered:

**Composition:** two courses in bibliography; two seminars in history; two courses in elementary composition; two courses in intermediate composition; two courses in advanced composition; three courses in graduate projects; five electives; preparation of a project in composition, supported by a written essay of about twenty pages.

**Voice or Choral Conducting:** two courses in bibliography; two tutorials (first year); two courses in diction and performance; two seminars in vocal literature; one tutorial (second year); one course in diction and preparation; two courses in thesis preparation; three courses in graduate projects; four electives; preparation of a project in performance, supported by a written essay of about twenty pages.

**Musicology:** two courses in bibliography; one course in notation; five seminars in history; two courses in thesis preparation; two courses in directed reading; one course in graduate projects; five electives; preparation of an essay (thesis) of about seventy-five pages in an area of musical research.

## MUSIC FACULTY

- H. Colin Slim, Ph.D. Harvard University, *Professor of Music and Chairman of Music*
- Maurice Allard, D.M.A. University of Southern California, *Associate Professor of Music and Conductor of the University Chorus*
- Charles Atkinson, Ph.D. University of North Carolina, *Assistant Professor of Music*
- Hayden Blanchard, Voice, M.M. Louisiana State University, *Lecturer in Music*
- Nancy Bramlage Ewing, Voice, B. Mus. Eastman School of Music, *Lecturer in Music*
- Alvaro Cassuto, Licenciatura em Direito, University of Lisbon; Kapellmeister, Vienna Conservatory of Music, *Professor of Music and Conductor of the University Orchestra*
- Sidney Harth, Violin, Concert Master and Associate Conductor, Los Angeles Philharmonic Orchestra, *Lecturer in Music and Coordinator of Program for Strings*
- William Holmes, Ph.D. Columbia University, *Professor of Music and Associate Dean of the School of Fine Arts*
- Newell Jenkins, B. Mus. Yale University, Conductor of Clarion Concerts New York City, *Lecturer in Music* (on leave)
- Arnold Juda, Piano, Music-Lyceum Amsterdam, *Lecturer in Music*
- Margaret Murata, Ph.D. University of Chicago, *Assistant Professor of Music*
- Peter Odegard, Ph.D. University of California, Berkeley, *Professor of Music*

Andrew Porter, Critic, *The New Yorker*, *Lecturer in Music*

Michael Sanders, M. Mus. University of Southern California, *Lecturer in Music*

## TUTORIAL FACULTY

William Criss, Oboe, *Lecturer in Music*

Martha Ellis, Flute, *Lecturer in Music*

Jerry Epstein, Viola, Los Angeles Philharmonic Orchestra, *Lecturer in Music*

Jay Grauer, Double Bass, Principal Bass, Pasadena Symphony, *Lecturer in Music*

Lyle Lewinson, Percussion, *Lecturer in Music*

Frederick Noad, Guitar and Lute, *Lecturer in Music*

Carolyn Schubert, Clarinet, *Lecturer in Music*

James Stamp, Trumpet, *Lecturer in Music*

Glenn Swan, Violin, Los Angeles Philharmonic Orchestra, *Lecturer in Music*

Mary Lou Zeyen, Cello, Los Angeles Philharmonic Orchestra, *Lecturer in Music*

Additional professional staff in instrumental music will supplement the staff in accordance with the needs of the program.

## LOWER-DIVISION COURSES IN MUSIC

### 5A-B-C Musicianship I (2-2-2)

To be taken concurrently with Music 30A-B-C.

### 10 Basic Piano (2)

For music majors only. May be repeated for credit.

### 15A-B-C Musicianship II (2-2-2)

To be taken concurrently with Music 130A-B-C.

### 20 Nature of Music (4)

The topics will vary from quarter to quarter. The course may be repeated for a different topic.

### 30A-B-C Theory (4-4-4)

To be taken concurrently with 5A-B-C.

### 40A-B-C History and Literature of Music

Prerequisite for music majors only: Music 30A-B-C.

40A Medieval and Renaissance (4) F

40B Baroque and Classical (4) W

40C Romantic and Contemporary (4) S

### 50A-B-C Composition (4-4-4)

### 65 Literature for Keyboard (2)

### 66 Literature for String Instruments (2)

### 67 Literature for Wind Instruments (2)

### 68 Vocal Literature (2)

To be taken concurrently with Music 162.

**UPPER-DIVISION COURSES IN MUSIC****130A-B-C Theory II (4-4-4)**

To be taken concurrently with Music 15A-B-C.

**135A-B-C Counterpoint (4-4-4)**

Offered alternate years with Music 155A-B.

**138A-B-C Fugue (4-4-4)**

Courses in the following 140-145 sequence are for music majors and will include such topics as: The Motet in the Thirteenth and Fourteenth Centuries, Renaissance Keyboard Music, The Cantatas of Bach, the Eighteenth-Century Symphony, Early Romantic Opera, Schoenberg, Bartok, and Stravinsky. The topics will vary from quarter to quarter; hence if the topic varies each course may be repeated for credit. In addition, special courses in the 140-145 series numbered N are also offered for nonmajors.

**140 Studies in Medieval Music (4)****141 Studies in Renaissance Music (4)****142 Studies in Music of the Baroque Period (4)****143 Studies in Music of the Classical Period (4)****144 Studies in Music of the Romantic Period (4)****145 Studies in Music of the Twentieth Century (4)****150 Advanced Composition (4)**

May be repeated for credit.

**152A-B-C History of Opera (4-4-4)****155A-B Analysis (4-4)**

Offered alternate years with Music 135A-B-C.

All courses in the 160-169 sequence may be repeated for credit.

**160 Instrumental Ensemble (4)**

University Orchestra, Wind Ensemble, Brass Ensemble, Chamber Ensemble, Instrumental Performance, and Piano Repertory.

**162 Choral Ensemble (4)**

University Chorus and Studio in Performance.

**163 Vocal Performance (2)**

(By audition only.)

**164 Opera Workshop (2)****165 Advanced Literature for Keyboard (2)****166 Advanced Literature for String Instruments (2)****167 Advanced Literature for Wind Instruments (2)****168 Advanced Vocal Literature (2)****169 Conducting (4)****170 Orchestration (4)****171 Chamber Singers (2)****172 Chamber Orchestra (2)****173 Theatre Orchestra (4)****180 Music Criticism (4)**

## 168 Fine Arts Interdisciplinary

- 190 **Studio Tutorials in Music (2)**  
Piano, strings, winds, voice, conducting.
- 191 **Tutorial in Music (4)**  
May be repeated for credit.
- 198 **Music Workshop (4)**  
May be repeated for credit.

## GRADUATE COURSES IN MUSIC

All graduate courses may be repeated for credit.

- 200 **Bibliography and Research (4)**
- 210 **Graduate Studio: Vocal Literature (4)**
- 211 **Graduate Studio: Instrumental Literature (4)**
- 212 **Graduate Studio: Composition (4)**
- 220 **Seminar in History of Music (4)**
- 230 **Seminar in Contemporary Music (4)**
- 240 **Graduate Projects (4)**
- 250 **Directed Reading (4)**
- 260 **Thesis (4)**

# Fine Arts Interdisciplinary

The program in interdisciplinary studies is designed for students who wish to combine the various disciplines in fine arts. Although participation in studio classes is required, the course of study leading to the Fine Arts Interdisciplinary B.A. degree emphasizes the study of the history, theory, and criticism of the arts.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

## Program Requirements

Three one year surveys in three different areas of the arts selected from Art History 20A-B-C-D-E-F, Art History 40A-B-C, Dance 110A-B-C, Dance 112A-B-C, Drama 40A-B-C, Music 40A-B-C or Music 20 for three quarters, Fine Arts 20 for three quarters; nine performance/studio courses (i.e., acting, ballet, drawing, chorus, orchestra); six upper-division courses in the history, theory, and criticism of the arts in at least two areas of the arts; a senior thesis; two years in a single European language at University level (through 2C) or equivalent competence; related courses in disciplines other than fine arts are encouraged.

## COURSES IN FINE ARTS

- 20A-B-C **The Arts and Man (4-4-4)**  
Major accomplishments of man in art, dance, drama, and music.
- 104 **Literature and Fine Arts (4)**  
May be repeated for credit.

# School of Humanities

William J. Lillyman  
*Dean*

The School of Humanities sets for itself the goal of helping to develop both the analytical and creative powers of its students with particular respect not merely to some specific and limited vocational goal, but also to the larger questions of human conduct, the modes of human communication and symbolization, speculative thought, and the verbal arts. The School includes those basic disciplines of language, literature, history, and philosophy that deal fundamentally with the relation of man to himself and to all that is other than himself. As such, the School takes as its concern a large portion of the liberal education not only of students who intend to major within its confines, but also of students who come to it from other parts of the campus. Because of the nature of the disciplines collected in the School, it is deeply concerned with language and its many facets. Further, though the School has established a number of specific major courses of study, it is intent on integrating the basic disciplines in a variety of ways at the undergraduate level and to some extent at the graduate level.

Graduates of the School of Humanities often go on to graduate and professional schools. An undergraduate major in the humanities is excellent preparation for future careers in law, teaching at all levels, business, journalism, administration, government service at all levels, and even medicine.

## Degrees Offered in the School

Classics	B.A., Ph.D.
Classical Civilization	B.A.
Comparative Literature	B.A., M.A., Ph.D.
English	B.A., M.A., M.F.A., Ph.D.
French	B.A., M.A., Ph.D.
German	B.A., M.A., Ph.D.
History	B.A., M.A., Ph.D.
Humanities	B.A.
Linguistics	B.A.
Philosophy	B.A., M.A., Ph.D.
Russian	B.A.
Spanish	B.A., M.A., M.A.T.* , Ph.D.

## Honors

Students are nominated for honors at graduation on the basis of scholarship, research, and special achievements. To be nominated the

---

\*The M.A.T. in Spanish is offered through the Extended University only.

student must achieve a grade point average of at least 3.20 and receive strong recommendation from the department. A minimum of six quarters residence at UCI is a necessary condition for honors at graduation.

## UNDERGRADUATE PROGRAMS

The School offers undergraduate majors in classical civilization, classics, comparative literature, English, French, German, history, humanities, linguistics, philosophy, Russian, and Spanish. It offers elementary courses in Hebrew and Dutch, and elementary and upper-division courses in Italian and Portuguese.

A corps of lower-division advisors is designed to meet the special needs of freshmen and sophomores. The advisors are particularly interested in undergraduate education and especially knowledgeable about University regulations, requirements in and outside the School, course content, options to major, and other matters that may present difficulties. Students in the School do not elect majors until the last quarter of the sophomore year, at which time each student is assigned an advisor in the major chosen. Until that time the lower-division advisor is prepared to help the student keep options to major open, plan a coherent program of humanistic study, and reach an eventual decision about the major.

Generally each major stipulates a year's course that is both an introduction to the discipline and a prerequisite to the major itself. Students who plan wisely with their advisors will construct programs that include a good number of such courses.

Undergraduate students in the School of Humanities participate in the affairs of the School in a number of ways: by serving on committees of various departments, by sitting with the faculty in its meetings, and by serving on the student undergraduate advisory council, which directly advises the Dean.

## Requirements for the Bachelor of Arts Degree

University Requirements: See page 28.

### School Requirements

Humanities 1A-B-C, taken in the freshman year (transfer students may substitute appropriate course work in composition, history, humanities, and/or philosophy for the Core course by permission: apply in the Dean's Office); two years of work in a single acceptable foreign language, either modern or classical (through 2C), or equivalent competence; quarterly consultation with an assigned lower-division advisor and the advisor's written approval for the program of study decided upon. Consultation should be made by the second week of each quarter.

## GRADUATE PROGRAMS

The School offers a wide program of graduate degrees. Although the Master's degree is offered in most departments, the programs emphasize the Ph.D. and give preference in admission to those students who in-

tend to take that degree. An exception is the two-year Master of Fine Arts in creative writing.

In addition to the seminars offered by the various departments, the School sponsors a number of interdisciplinary seminars annually. These courses are taught jointly by faculty members from various departments. Further, several departments offer a few students the opportunity to do part of their work for the Ph.D. in a related discipline.

A limited number of students are accepted annually to study for teaching credentials. This program is a cooperative effort by the School and the Office of Teacher Education (see p. 377).

Graduate students in the School of Humanities participate in the affairs of the School in a number of ways: by serving on committees of the various departments, by sitting with the faculty in its meetings, and by serving on the student graduate advisory committee, which directly advises the Dean.

## Department of Classics

### UNDERGRADUATE PROGRAMS

The Department of Classics aims to provide the undergraduate student with an exposure to the origins and heritage of western civilization. The Department is committed to a twofold purpose: (1) to transmit the culture, ideals, and attitudes of classical civilization through the Greek and Roman languages and literatures, and (2) through English translation courses in classical literature, civilization, mythology, and religion to help students appreciate the vast and pervasive influence of Greece and Rome on our own civilization. The Department offers both a major in Classics with an emphasis in Greek, Latin, or Linguistics and a major in Classical Civilization in which most of the required courses are in English translation. Students are encouraged to consult with the Classics faculty regarding the appropriate choice of major and design of program.

For the Classics major, the basis of studying the Classics must be competency in both of the classical languages. The Classics program is designed to provide the student with this competency as rapidly as possible, so that by the end of first year Latin or Greek, the student has already been introduced to some of the major classical authors in the original. From then on, the student is concerned with analyzing, interpreting, and appreciating the literatures of ancient Greece and Rome and will devote study to the theories and techniques of literary and textual criticism. In addition, students obtain a rich background in such ancillary disciplines as ancient history, archaeology, classical art, drama, philosophy, and religion.

The major in Classical Civilization is designed for those students who have no plans to pursue graduate studies in the classical languages, yet wish to obtain an undergraduate degree based on a sound exposure to the classical world. The nucleus of this major consists of one year of study (or its equivalent) in either classical language and a minimum of eight courses in English translation (five of which are given by the Department) concerning such topics as classical literature, civilization, history, archaeology, art, and drama.

The student planning to major in Classics or Classical Civilization should obtain a copy of the pamphlet, "The Classics," available in the Department office.

Students entering UCI with previous Greek or Latin training will be given advanced standing as follows: In general, one year of high school work is equated with one quarter of UCI work. Thus, students with one, two, three, and four years of high school Latin will enroll in Latin 1B, 1C, 25, and 100 respectively. Exceptions to this ruling can be made but must have the approval of the Department Chairman. Students with high school training in the classical languages are encouraged to consult with the Classics staff before enrolling in Classics courses.

The Department adheres to the policy of giving its students an opportunity to participate fully in the departmental decision-making process. Two student representatives, elected from and by the undergraduate majors, participate in all departmental meetings. They are responsible for maintaining close liaison with their constituency, for representing the students' interest in curriculum and personnel matters, and for the evaluation of both the academic program and the academic staff.

Please direct inquiries regarding language placement, prerequisites, planning a program of study, or other matters related to the Department's offerings to the Office of the Chairman, 400 Humanities Office Bldg. (833-6735/5896).

## **Requirements for the Bachelor's Degree**

University Requirements: See page 28.

School Requirements: See page 170.

### **Departmental Requirements**

Two separate majors: Classics (with an emphasis in either Greek, Latin, or Linguistics) and Classical Civilization.

Classics (Greek emphasis): five or more courses on the Greek 100 level; Greek 110; Latin 1A-B-C; Latin 25; two courses on the Latin 100 level.

Classics (Latin emphasis): five or more courses on the Latin 100 level; Latin 110; Greek 1A-B-C; Greek 25; two courses on the Greek 100 level.

Classics (Linguistics emphasis): two possible plans of study. *Greek concentration* – Greek 25; five courses on the Greek 100 level; Greek 110; Latin 25; two courses on the Latin 100 level; Linguistics 50, 101, 102, 103 (Greek 120 recommended), or *Latin concentration* – Latin 25; five courses on the Latin 100 level; Latin 110; Greek 25; two courses on the Greek 100 level; Linguistics 50, 101, 102, 103 (Latin 120 recommended).

Note: With the permission of the Department, an additional 100 series course in the same language may be substituted for Greek or Latin 25.

Classical Civilization: Latin (or Greek) 1A-B-C, or equivalent; any three courses in the Classics 150 series; at least one each from the Classics 160 and 170 series; three additional courses in classical history, classical philosophy, classical art, or classical civilization approved by the Classics Department.

### Planning a Program of Study

The Department believes in close consultation with students on academic advising, program planning, and discussion of goals and direction. Students planning to major in Classics or Classical Civilization are strongly urged to consult with the departmental faculty at the earliest possible moment, in order to familiarize themselves with the nature of the various programs. All majors are assigned to a faculty member for academic advising.

### Career Opportunities

The Classics major may lead to a career in high school teaching, or, after appropriate graduate study, in college and university teaching. The major is prepared for admission to graduate study in classics, comparative literature, linguistics, ancient history, or, with additional course work, archaeology. A Classics or Classical Civilization major is also excellent preparation for entering a theological seminary.

However, it is not the essential purpose of a major program in Classics, and especially Classical Civilization, to provide specific vocational skills. The study of Greek, Latin, and classical civilization is primarily a valuable component of a liberal education. A knowledge of Greek and Roman literature, history, religion, philosophy, and science provides a proper foundation for the investigation and appreciation of all aspects of modern civilization.

Nevertheless, the student who chooses to major in Classics or Classical Civilization has the choice of many professional opportunities. Graduate and professional schools in law, medicine, or business welcome students with training in the Classics. In many sectors of the business world, corporations prefer to train prospective managers and executives according to their own special methods and needs. These businesses are well acquainted with the value of a person who has chosen to study classics as an undergraduate. In a world of rapid industrial growth and

in which highly specialized skills quickly become obsolete because of changes in technology, the student with a strong background in a respected liberal arts major such as Classics offers the diversity, flexibility, precision, and ability to learn which employers in business, government, and industry find attractive.

More specific career information is contained in the publication "Careers for Classicists" available from the Department.

## GRADUATE PROGRAM

The Classics Ph.D. program is based upon the belief that close and constant individual attention to a student offers greater and more extensive educational opportunities than classroom instruction.

Under the program, a number of graduate students equal to the number of faculty members of professorial rank are admitted, each of whom is assigned to a single faculty member. This faculty member acts as the student's "preceptor" for the four years of the graduate program. The preceptor is responsible for the student's development and progress in three areas: comprehensive knowledge of the discipline, research competence, and teaching ability. Through frequent conference, the preceptor maintains constant control over the student's progress, provides assistance in the solving of problems, and responds to the student's needs as they arise. In addition, the preceptor involves the student with other faculty members in the Department for varying periods of time, dependent upon the nature of particular research problems and the areas of specialization of the faculty.

Students admitted to the program are expected to work directly toward the degree Doctor of Philosophy in Classics. Although the program provides for the Master of Arts in Classics, this degree is awarded only on a terminal basis to a student unable to meet the demands of the program. Generally, the student is expected to complete the Ph.D. program in four years; completion of the doctoral dissertation will be a prerequisite for leaving residence.

There are no formal course requirements for the Ph.D. in Classics. However, the Department offers a single seminar, Classics 220, designed to accommodate varying themes and projects which involve all graduate students enrolled in the program, as well as faculty outside of the Department, guest lecturers, and visiting professors temporarily affiliated with the Department.

Upon entering the program, each student is provided with a reading list of both primary and secondary materials. While this reading list requires of each student thorough familiarity with Classical literature, history, art, philosophy, and science, it is designed on an individual basis to provide for particular interests and predispositions in approaching the field of Classics. Under constant guidance from the preceptor, the student is expected to assimilate the prescribed materials on this reading list within a period of three years.

At the end of each year in residence, the student is required to pass a written examination designed to evaluate both progress with the reading list and development in particular areas of interest and specialization. By the beginning of the second year, the student is expected to pass reading examinations in two modern foreign languages (ordinarily, French and German). At the end of the third year in residence, the student is expected to pass oral qualifying examinations which cover comprehensively the entire field of Classics, but which also take into account the student's individual interests.

Beyond the annual examinations, the students enrolled in the program are evaluated monthly, based on progress dossiers containing copies of the student's written work, reports by the preceptor as well as the seminar instructor, and statements by temporary faculty supervisors. The entire Classics faculty, acting as an evaluation committee, makes appropriate comment and recommendation. For purposes of maintaining official University records, grades are recorded for the student's performance in the seminars in which the student is enrolled.

A doctoral dissertation is required of all Ph.D. candidates. Normally, the student writes the dissertation under close supervision of the preceptor, although the entire Department of Classics faculty constitutes the dissertation committee responsible for accepting or rejecting the dissertation. Upon completion of the dissertation, the student is required to submit to an oral dissertation defense.

### THESAURUS LINGVAE GRAECAE PROJECT

Financed through private funds, a major research project aimed at creating a *Thesaurus Linguae Graecae (TLG)* was established at the University of California, Irvine in the summer of 1972. This project has as its goal the creation of a computer based data bank of Greek literature from its inception to approximately the mid-sixth century A.D., as well as the semasiological evaluation and interpretation of the materials in question.

While a separate entity administratively, the *TLG* is closely related to the Department of Classics in many other respects. Faculty members of the Department are involved, to varying degrees, in *TLG* research; Classics graduate students are given the opportunity to qualify for *TLG* Assistantships; UCI's library and research resources in Classics are immeasurably enhanced by the text and reference holdings acquired for the purposes of the *TLG* Project; *TLG* related conferences of both national and international scope provide the Department with an opportunity for constant communication with classicists at other universities and research centers; and periodic visits by individual scholars on a research appointment basis offer UCI's Classics faculty and students continuous contact with a wide range of specializations within their discipline. It can be anticipated that, ultimately, the establishment and availability of a documentation center pertinent to ancient Greek literary and documentary materials will make the Department a focus of research activity in the field of Classics.

## CLASSICS FACULTY

Lewis A. Sussman, Ph.D. University of North Carolina, *Assistant Professor of Classics and Chairman of the Department*

Luci Berkowitz, Ph.D. The Ohio State University, *Associate Professor of Classics*

Theodore F. Brunner, Ph.D. Stanford University, *Associate Professor of Classics and Director, Thesaurus Linguae Graecae Project*

Peter Colaclides, Ph.D. University of Athens, *Professor of Classics*

Phyllis Culham-Ertman, Ph.D. State University of New York at Buffalo, *Lecturer in Classics*

Richard I. Frank, Ph.D. University of California, Berkeley, *Associate Professor of Classics and History, Chairman of History*

Ronald F. Kotrc, Ph.D. University of Washington, *Assistant Professor of Classics*

Robert M. McClure, Ph.D. University of California, Los Angeles, *Assistant Professor of Classics*

Marianne McDonald, Ph.D. University of California, Irvine, *Lecturer in Classics*

## UNDERGRADUATE COURSES IN CLASSICS

### Greek 1A-B-C Fundamentals of Greek (4-4-4) F, W, S

The elements of classical Greek grammar and syntax, with selected readings. 1C is devoted to selected readings from Greek authors.

### Greek 20A-B-C Intensive Greek (4-4-4) Summer

Offered in summer session only, this course series covers, in eight weeks, the equivalent of Greek 1A-B-C.

### Greek 25 Intensive Greek Review (4) F

An intensive review of Greek grammar and vocabulary and an introduction to selected major authors for students who have passed 1C, its equivalent, or have had two years (with permission) or more of the language at the high school level. (Especially qualified students may bypass this course with the permission of the Department and go directly to the 100 level).

### Greek 99 Special Studies in Greek (4) F, W, S

May be repeated. Prerequisite: consent of instructor.

### Greek 100 Seminar in Greek Literature (4) F, W, S

Subject matter will vary from year to year. May be repeated for credit provided the topic varies. For 1975-76: Herodotus, Lyric poetry, Sophocles. Prerequisite: Greek 25, equivalent, or permission of the Department.

### Greek 110 Greek Prose Composition (4)

Prerequisite: Greek 25, equivalent, or permission of the Department. Not offered 1975-76.

### Greek 120 Reading of Selected Portions of the New Testament (4)

The portions of the New Testament read may change each time the course is offered so that it can be taken for credit more than once. Prerequisite: Greek 1C or equivalent.

### Greek 198 Directed Group Study (4) F, W, S

An investigation of special topics in Greek culture and civilization through directed reading and research. Consultation with instructor necessary prior to registration.

**Greek 199 Independent Studies in Greek (4) F, W, S**

Consultation with instructor necessary prior to registration.

**Latin 1A-B-C Fundamentals of Latin (4-4-4) F, W, S**

The elements of Latin grammar and syntax, with selected readings. 1C is devoted to selected readings from Roman authors.

**Latin 20A-B-C Intensive Latin (4-4-4) Summer**

Offered in summer session only, this course covers, in eight weeks, the equivalent of Latin 1A-B-C.

**Latin 25 Intensive Latin Review (4) F**

An intensive review of Latin grammar and vocabulary and an introduction to selected major authors for students who have passed 1C, its equivalent or have had two years (with permission) or more of the language at the high school level. (Especially qualified students may bypass this course with the permission of the Department and go directly to the 100 level.)

**Latin 99 Special Studies in Latin (4) F, W, S**

Consultation with instructor necessary prior to registration.

**Latin 100 Seminar in Latin Literature (4) F, W, S**

Subject matter will vary from year to year. May be repeated for credit provided the topic varies. For 1975-76: Catullus, Prose readings, Vergil's *Aeneid*. Prerequisite: Latin 25, equivalent, or permission of the Department.

**Latin 110 Latin Prose Composition (4) W**

Prerequisite: Latin 25, equivalent, or permission of the Department.

**Latin 120 Introduction to Vulgar and Medieval Latin (4)**

A study of the morphological, syntactical, and lexical developments in post-classical Latin as illustrated by the reading of a variety of texts. Prerequisite: Latin 1C or consent of the instructor. Not offered 1975-76.

**Latin 198 Directed Group Study (4) F, W, S**

An investigation of special topics in Roman culture and civilization through directed reading and research. Consultation with instructor necessary prior to registration.

**Latin 199 Independent Studies in Latin (4) F, W, S**

Consultation with instructor necessary prior to registration.

**Classics 10 Scientific and Specialized Terminology (4) F**

A study of English terms derived from Greek and Latin and important to contemporary medicine, science, and other professions, with emphasis on the development of word-building skills. No prior knowledge of Greek or Latin required. The work is designed to aid undergraduates, particularly those in the sciences, in the development of their technical vocabulary. No prerequisite.

**Classics 50A-B-C Ancient Civilization (4-4-4) F, W, S**

An interdisciplinary course concerned with the civilization of the ancient Mediterranean world and culture in general. It has three primary aims: (a) to introduce the basic disciplines of classical studies; (b) to analyze important political and social structures which developed in Antiquity, along with the values and art associated with them; (c) to help students learn to express themselves with clarity, coherence, and logic. Not offered 1975-76.

**Classics 99 Special Studies in Classics (4) F, W, S**

Consultation with instructor necessary prior to registration.

**Classics 141 Classical Historians and Historiography (4) S**

The development of historiography from its ethnographic and epic origins to its form as a major literary genre. All readings are in English. Same as History 100C. No prerequisite.

**Classics 151 Introduction to Classical Literature in English Translation**

Based upon readings from the major Greek and Roman authors, this course presents the writers in the context of the civilizations which produced them. All readings are in English. No prerequisite.

**151A Greek Literature in English Translation (4)**

Not offered 1975-76.

**151B Roman Literature in English Translation (4)**

**Classics 152 Introduction to Classical Archaeology (4) S**

This course will describe the range and variety of materials which can be used as evidence for a reconstruction or a recovery of the Greek and Roman civilizations and the methods by which information is inferred from the artifacts. An effort will be made to emphasize particular facets of daily life, rather than an overview of cultural development. No prerequisites.

**Classics 153 Classical Mythology and Religion (4) F**

Study of the Greek and Roman divinities and religions in light of their impact on the pre-Christian and Christian world. All readings are in English. No prerequisite.

**Classics 154 Classics and History: The Ancient World (4) W**

Study of selected topics in the society and culture of the Graeco-Roman World. Subject will vary from year to year. May be repeated for credit providing the topic varies. All readings in English translation. For 1976: The history of ancient Greece. No prerequisite.

**Classics 155 Classics and Philosophy: The Greek and Roman Philosophers (4)**

Study of selected topics in Greek and Roman philosophy. Subject will vary from year to year. May be repeated for credit providing the topic varies. All readings in English translation. No prerequisite.

**Classics 160 Topics in Classical Literature in English Translation (4)**

The subject matter of this course is variable. May be repeated for credit. For 1975-76: Greek tragedy. No prerequisites.

**Classics 165 New Testament Literature (4) W**

Study of the New Testament based on analysis of the texts and their literary, historical, and religious contexts.

**Classics 169 Ancient Literary Criticism (4)**

A study in English translation of the major literary critics in classical antiquity including Plato, Aristotle, Dionysius of Halicarnassus, Cicero, Horace, "Longinus," Quintilian, Tacitus, and St. Augustine. Designed particularly for students majoring in Comparative Literature, English, Classics, and the various languages. Not offered 1975-76.

**Classics 170 Topics in Classical Civilization in English Translation (4) W, S**

The subject matter in this course is variable. May be repeated for credit. All readings in English. For 1976: The Roman city, Roman law. No prerequisites.

**Classics 174 Topics in Classical Religion and Mythology (4)**

Subject will vary from year to year. May be repeated for credit providing the topic varies. All readings in English translation. No prerequisites, but Classics 153 suggested.

**Classics 175 Advanced Archaeology (4)**

The study of a selected topic (to be announced) in Classical archaeology. Subject matter will vary from year to year. May be repeated for credit. Prerequisite: Classics 152, or equivalent study in classical archaeology or art history, or consent of the instructor. Not offered 1975-76.

**Classics 198 Directed Group Study (4) F, W, S**

Investigation of special topics in Classical studies through directed reading and research. Consultation with instructor necessary prior to registration.

**Classics 199 Independent Studies in Classics (4) F, W, S**

Consultation with instructor necessary prior to registration.

**GRADUATE COURSES IN CLASSICS**

**Classics 220 Classics Graduate Seminar (12-12-12) F, W, S**

Subject matter is variable.

**Classics 399 University Teaching (4-4-4) F, W, S**

A course required of and limited to Teaching Assistants.

## **Department of English and Comparative Literature**

The Department of English and Comparative Literature is concerned with the nature and value of literature, possible approaches to literary works, and the relation of literary criticism to the intellectual issues of the day. Fundamentally it is concerned with the humanistic problem of value. Thus its main literary concern is critical and theoretical. Though not alone in the task, the Department recognizes a continuing obligation to help all students write the English language with clarity and grace.

Students are given the opportunity to participate in departmental affairs through two elected student committees, one of undergraduates, one of graduates, which are concerned primarily with matters of personnel and curriculum. The committees meet periodically with faculty committees of the Department, and the recommendations of student committees become matters of record which accompany any recommendations emanating from the Department. Each quarter all students taking classes within the Department have the opportunity to evaluate the particular course and teacher.

### **UNDERGRADUATE PROGRAMS**

The Department offers to the undergraduate essentially three areas of study:

- 1. The Program in Literary Criticism**, which emphasizes a variety of critical approaches and the reading and criticism principally of English and American literature.
- 2. The Program in Writing**, which offers an emphasis in the writing of poetry, fiction, or drama. The aim of the program is to encourage the creative literary powers of students while introducing them to the discipline of reading and practical criticism, often in workshop situations. Students from schools other than Humanities may satisfy a component of the breadth requirement by enrolling in one of the beginners' workshops and in two of the related courses of the E and CL 6, 7, 8 group.

**3. The Program in Comparative Literature**, which, though administratively a part of the Department, is basically interdisciplinary in its orientation, drawing on faculty and other resources from the fields of the various modern and classical literatures and drama. The consciousness of the modern educated person is the product of centuries of cultural heritage, including not only works of literature in one's own language but world literature from Homer to Gide and Thomas Mann. At UCI, Comparative Literature is regarded simply as the study of literature from the international point of view, rather than in a national framework. A student who completes a degree in Comparative Literature will thus have a competent grasp of the history of literature in its broad outlines and will be able to deal competently with literary texts, whatever their period or national origins.

Since the Department believes that a student of literature should recognize the importance of understanding theoretical problems in literature, of developing a broad acquaintance with literary texts, and of experiencing the problems of literary creation at first hand, the Department invites students to take work in all three of its programs, with an emphasis in one of the first two (toward a Bachelor's degree in English) or a major in the third (toward a Bachelor's degree in Comparative Literature).

Many of the courses will vary in specific content from year to year, depending on the plans of individual teachers, since the Department recognizes that no course can treat all the major authors and works relevant to a given period or topic.

Students intending to major in English or Comparative Literature should obtain a copy of *Undergraduate Study in English and Comparative Literature* from the departmental office.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: See page 170.

### Departmental Requirements

**English:** Two courses from the E 28A-B-C or CL 50A-B-C groups (including either E 28A or CL 50A) and a third course either from these two groups or from E 6, 7, 8 or CL 7 or 8; CR 100A-B; CL 100; E 102A-B-C; four courses above 102, at least three of which must be 103s or 104s; competence in a foreign language, either classical or modern, equivalent to six quarters of work at Irvine (in classical languages, 1A-B-C and Greek or Latin 100 three times), plus (in modern languages) one course in a foreign literature in which texts are read in the original language; passing performance in the Senior Comprehensive Examination in English (see below). Students selecting a writing emphasis have some flexibility in substituting writing workshops for period and genre courses; their total courses normally number more than the usual major.

**Comparative Literature:** Sufficient competence in a foreign language, either modern or classical, to be able to deal with any standard literary or critical text in that language with facility. If the student intends to continue with graduate work, the study of a second foreign language is highly recommended before graduation.

Three quarters of lower-division work as described in the English requirement above. English majors normally take E 28A-B-C and Comparative Literature majors CL 50A-B-C.

Normally ten upper-division courses in addition: usually these will include CR 100A-B, CL 100, CL 102, and either E 103 or CL 103 or CL 104; suitable upper-division course work in the literature of a foreign language; appropriate study in English and American literature; further study in literature or allied fields as recommended by the advisor; and either passing performance in the Bachelor's Examination in Comparative Literature or three appropriate CL 102s in lieu of the exam.

### **Planning a Program of Study**

Students should plan, with their faculty advisors, coherent programs of study, including undergraduate seminars, workshops in writing (for students choosing a writing emphasis), and courses in allied areas outside the Department. It is possible to combine a cluster of courses in literature with other majors in the sciences and social sciences, and to use an English or Comparative Literature major as preprofessional training in government, law, medicine, etc. Students who wish advice in planning such programs should consult both the Department and people in their prospective professional areas.

A student who intends to continue with graduate work is urged to study a second foreign language before graduation.

### **The Senior Comprehensive Examination in English (E 102A-B-C)**

The purpose of this examination and the attached three reading courses is to give students a chance to show how much and how well they have learned in reading on their own. Divided into three parts by historical periods, the examination will ask that a student reveal the following: an ability to read any given piece of literature intelligently; a knowledge of the general outlines of English and American literary history, including the more significant facts and dates; an understanding of the terms appropriate to literary discussion; and a knowledge of the works on the reading list.

Students must take the three exam courses in their senior year. A student who fails part one may enroll in a second course, taking a make-up exam at first opportunity, and so on with parts two and three. No student may take any of the three parts of the exam more than three times, and no student who fails to pass all three parts may receive a degree in English. Normally, students will take the three parts in the A-B-C order; students graduating in an off quarter, however, may vary the sequence.

Copies of past examinations may be obtained in the office of the Department of English and Comparative Literature.

### **The Bachelor's Examination in Comparative Literature**

The Bachelor's Examination is given during the student's senior year to test knowledge of literature, critical theory, and literary history, and to investigate competence in practical criticism as well as ability to write clearly, succinctly, and convincingly on literary matters. Primarily, the student will be asked questions on works from the Comparative Literature Reading List and about the ways in which these works relate to each other. Students may elect three CL 102s in lieu of the Comparative Literature Comprehensive Exam.

## **GRADUATE PROGRAMS**

The Department's three principal areas of work on the undergraduate level – English and American Literature, Comparative Literature, and the English major with writing emphasis – are reflected in the graduate programs: the M.A. and Ph.D. in English, the M.A. and Ph.D. in Comparative Literature, and M.F.A. in English (Creative Writing). The English graduate degrees may include or emphasize work in American literature, and the faculty is particularly equipped to guide students specializing in criticism and literary theory. Ordinarily students are not admitted to the English or Comparative Literature programs unless they plan to continue, and are qualified to continue, to the degree of Ph.D. Students are admitted to the M.F.A. program chiefly on the basis of submitted creative work. A committee of the Department, with the consent of the Dean of the Graduate Division, admits students to these programs. Each program has a director appointed by the Chairman of the Department. A deliberate effort is made to maintain close administrative and intellectual ties between the programs.

Specific requirements for graduate degrees will be reached by consultation among members of the faculty and the candidate. The first-year graduate student or the candidate for the Master of Fine Arts in English (Creative Writing) plans a program with an assigned advisor; candidates for the Ph.D. plan with an advisor and a two-person committee. Candidates for literary degrees are encouraged to study philosophy, history, foreign languages and literatures, and the fine arts.

Applicants for graduate degrees in English and Comparative Literature must submit scores for the Graduate Record Examination (GRE) and the Advanced Test, Literature (ATL).

Part-time graduate work is not permitted. Only in exceptional circumstances will students be permitted to undertake programs of less than six full courses during the academic year. The normal expectation, however, is enrollment in three courses each quarter, except for Teaching Assistants, who take six quarter courses during the academic year.

The Department recognizes that virtually all of its graduate students will become teachers, and it believes that graduate departments should

be training college teachers as well as scholars — indeed, that teaching and most literary scholarship complement one another. Thus the Department has initiated a program by which all its Ph.D. candidates, in English as well as in Comparative Literature, may gain supervised training as part of the formal seminar work required for the degree. M.F.A. candidates also have the opportunity of participating in this program.

All those interested in graduate study in the Department should obtain the brochure on graduate programs from the departmental office.

## English

### Master of Arts in English

Each candidate for the M.A. will be assigned to a graduate advisor who will supervise the student's program. The M.A. plan of study includes (1) the completion of course work, as advised, for three quarters or the equivalent; (2) demonstrated proficiency in reading a designated foreign language, modern or classical; (3) the passing of a written examination upon a designated reading list. Exceptional students may be exempted from taking the examination by petitioning the Graduate Committee, which will review the student's performance and qualifications in arriving at its decision. The candidate must take all formal work in courses, seminars, or conferences limited to graduate students.

### Master of Fine Arts in English

The Master of Fine Arts (M.F.A.) is a degree in creative writing.

The M.F.A. degree is normally conferred upon the completion of a two-year residence. Each quarter the candidate will be enrolled in either the poetry or fiction section of the Graduate Writers' Workshop, which will constitute two-thirds of a course load, the other course to be selected in consultation with the student's advisor. The fifth quarter of work toward the degree may be taken at the Instituto Allende, San Miguel de Allende, Mexico. It is expected that M.F.A. candidates will complete at least one supervised teaching seminar.

In addition to course work, the candidate is required to pass an examination on a reading list of literary works in the genre selected, and to present as a thesis an acceptable, book-length manuscript of poetry or short stories, or a novel.

### Doctor of Philosophy in English

The program for the Ph.D. in English normally requires about two years of full-time enrollment in regular courses beyond the B.A. (three of which may be in the graduate teaching program); proficiency in the reading of two acceptable foreign languages, modern or classical; the dissertation; and satisfactory performance on designated examinations.

The languages acceptable depend upon the nature of the student's program as determined by the student's advisors. Reading competence in one of these languages must be established in the first year of residence, and competence in the second well before the general examination.

Students admitted at the post-M.A. level must provide evidence of satisfactory competence in foreign languages. Competence in one of the two languages required for the Ph.D. is verified through a course in theory and practice of translation; the other language may be verified through examination.

Upon completion of course work the student normally takes general examinations on literary theory and criticism; on some particular literary form, genre, style, theme, or structure; a historical period; a group of authors; and a specific topic. The first four of these examinations are written, the fifth oral. The student has the opportunity to present personal choices for the examination, but the choices must enable an individual to demonstrate breadth of knowledge and literary understanding and therefore must be approved by the advisory committee.

Upon satisfactorily completing the general examination, the student is admitted to candidacy for the degree. As soon after completion of the general examination as is practicable, the student presents an essay leading to a dissertation for the approval of the advisory committee. Submission of an acceptable dissertation completes the Ph.D. All work for the Ph.D. degree must be in courses limited to graduate students.

### **Comparative Literature**

There are at least four avenues by which the UCI student may approach graduate work in Comparative Literature:

- (a) an undergraduate major in Comparative Literature equivalent to the one described above;
- (b) a normal English major in criticism, provided that a sufficient background in at least one foreign language is demonstrated, hopefully with a beginning on a second foreign language;
- (c) a normal major in drama, with same provisos as (b) above;
- (d) a normal major in a foreign language, provided that a sufficient general background in world literature is demonstrated.

Make-up work will be required before graduate studies can begin if one of these avenues has not been taken.

At the graduate level, the study of Comparative Literature becomes more specialized, with the student engaged in a special area of personal research and dealing with such problems as the development of genres, interrelations between literatures, the theory and practice of translation, and other literary questions transcending national boundaries.

For the graduate student in Comparative Literature a professional competence in foreign languages is essential. French and German are usually required for all doctoral candidates, since these languages along with English are the accepted tools of international literary scholarship. A classical language may prove indispensable for work in many traditional

fields of literary study, and the scholar's own specialty may require the mastery of other languages. The underlying assumption in the whole plan of language requirements is that, after the tool languages have been mastered, the professional scholar's own interests should determine the specific kinds and degree of language skill to be acquired.

At the graduate level, the nucleus of the foreign language requirement is the course CL 220 (Problems in Translation) in which, after a suitable theoretical preparation, the student plans and carries out a high-quality translation of a literary text. This translation, along with an introduction or other scholarly apparatus explaining and defending the technical decisions involved in the task, is then submitted as a paper for course credit.

### **Master of Arts in Comparative Literature**

Students entering the Master of Arts program should complete their course work in three quarters. This course work should include CL 220 (Problems in Translation) with a project in either French or German and appropriate graduate-level work in English, foreign languages, drama, comparative literature, and other areas as counseled by the advisor. Soon after beginning graduate work the student, with the advice and approval of the assigned advisor, will decide on a field of specialty which will be emphasized in progressing toward the M.A. degree. (Normally this choice will be a kind of general or preliminary step toward the selection of an area of specialty for the Ph.D.)

Graduate study in Comparative Literature requires an exceptional facility in foreign languages, and the student should not attempt a Master's degree without a thorough knowledge of one foreign language and literature and a considerable knowledge of a second language. Normally the greatest part of the student's work will involve the study of literary texts in the original languages.

At the end of course work, normally about nine courses at the graduate level, the student will be examined in the following categories: the elected field of specialty; a general knowledge of world literature (including English and American) somewhat more extended than expected of the undergraduate student; and a knowledge of literary theory and techniques of literary study on a level appropriate for the graduate scholar. Exceptional students may be exempted from taking the examination by petitioning the Graduate Committee, which will review the student's performance and qualifications in arriving at its decision.

### **Doctor of Philosophy in Comparative Literature**

The doctoral program is designed to prepare the student for a professional career as a scholar and critic of literature. Details of the doctoral program in Comparative Literature may be obtained from the Director. Normally the degree requires two years of course work (usually a minimum of three courses per quarter). Of these courses, the only required course is CL 220 (Problems in Translation), which is taken twice, with projects in acceptable languages. The rest of the student's work will be

in seminars or other graduate-level courses in Comparative Literature, English, the various foreign language departments, or drama.

In general an exceptional command of foreign languages is required, normally involving a professional competence in two or more foreign languages, either modern or classical. The doctoral student is encouraged to design and carry out a personal plan of study (the area of specialty) in a particular field of interest. The requirements for the doctorate also include an area of competence in literary theory and practical criticism.

Upon completion of the course work, the student will be examined in the following areas of knowledge: (1) mastery of a limited topic in literary theory or history of criticism, along with general knowledge of major critical texts in the history of literature; (2) area of specialty as described above; and (3) a general knowledge of the western European literary tradition, including English and American, commensurate with doctoral competence in the field. Following this examination, and upon recommendation of a candidacy committee appointed by the Graduate Council, the student is formally admitted to candidacy.

The study toward the degree of Doctor of Philosophy will culminate in the writing of a suitable dissertation, normally on a comparative subject, although subjects lying within a single literature or dealing with general literary and aesthetic problems not confined to any specific literatures may also be acceptable. Studies of the relation between literature and the other arts are also particularly encouraged.

## ENGLISH AND COMPARATIVE LITERATURE FACULTY

Howard S. Babb, Ph.D. Harvard University, *Professor of English and  
Chairman of the Department*

Hazard Adams, Ph.D. University of Washington, *Professor of English*

Joseph N. Bell, B.A. University of Missouri, *Lecturer in English*

James L. Calderwood, Ph.D. University of Washington, *Professor of  
English and Associate Dean for Graduate Study, School of Humanities*

Ralph A. Flores, Ph.D. Princeton University, *Assistant Professor of  
Comparative Literature*

Robert Folkenflik, Ph.D. Cornell University, *Associate Professor of  
English*

Alexander Gelley, Ph.D. Yale University, *Associate Professor of Com-  
parative Literature and Director of the Comparative Literature Pro-  
gram*

Oakley Hall, M.F.A. University of Iowa, *Professor of English and Direc-  
tor of the Writing Program*

Carl Hartman, M.F.A. University of Iowa, *Senior Lecturer in English  
and Assistant Vice Chancellor – Academic Affairs*

Donald Heiney, Ph.D. University of Southern California, *Professor of  
Comparative Literature*

Renée Riese Hubert, Ph.D. Columbia University, *Professor of Compara-  
tive Literature and French*

Murray Krieger, Ph.D. Ohio State University, *University Professor of English and Director of the Program in Critical Theory*

Frank Lentricchia, Ph.D. Duke University, *Associate Professor of English*

Jay Martin, Ph.D. Ohio State University, *Professor of English*

James McMichael, Ph.D. Stanford University, *Associate Professor of English*

Robert L. Montgomery, Ph.D. Harvard University, *Professor of English*

Robert L. Peters, Ph.D. University of Wisconsin, *Professor of English*

Barbara L. Reed, Ph.D. Indiana University, *Lecturer in English and Assistant Vice Chancellor – Academic Affairs, Administration*

Maria Ruegg, M.Phil. Yale University, *Acting Assistant Professor of Comparative Literature*

Edgar T. Schell, Ph.D. University of California, Berkeley, *Associate Professor of English and Vice Chairman of the Department.*

Myron Simon, Ed.D. University of Michigan, *Professor of English and Education*

Harold Toliver, Ph.D. University of Washington, *Professor of English*

Albert O. Wlecke, Ph.D. Michigan State University, *Associate Professor of English*

Charles P. Wright, Jr., M.F.A. University of Iowa, *Associate Professor of English*

## UNDERGRADUATE COURSES IN ENGLISH AND COMPARATIVE LITERATURE

Satisfaction of the Subject A requirement is a prerequisite for all departmental courses except E 6, 7, 8 and CL 7, 8.

### Writing Workshop (2)

Open as space allows to all students who wish tutorial and workshop help with their expository writing. Students who have not met the Subject A requirement *must* take and repeat the Writing Workshop until they have met the requirement. For further information, consult the Subject A Office.

### E 6 Shakespeare (4) F

Lecture, three hours. Reading of several major plays, with concentration on thematic issues and problems in dramatic presentation.

### E 7 Major American Authors (4) W

Lecture, three hours. Readings in Twain, Whitman, Eliot, Faulkner, and several other figures.

### E 8 Major English and Irish Authors (4) S

Lecture, three hours. Readings usually in a major figure or text such as Joyce's *Ulysses*.

### CL 7 Existentialism in Literature (4) F

Lecture, three hours. Introduction to literary aspects of problems raised by existential philosophers.

### CL 8 Major European Authors (4) W

Comparative study of two or more European writers related by genre, style, etc., as, for instance, Balzac and Dickens, Kafka and Beckett.

### E 28A-B-C The Nature of Literature (4-4-4) F, W, S

Discussion, three hours. Lyric and Epic Imagination (A); Comic and Tragic Vision (B); Realism and Romance (C). Reading of selected texts to explore the

ways in which these modes formulate experience. Students will write several short papers in each course.

**WR 30 The Art of Writing: Poetry (4) F, W, S**

Beginners' workshop in the writings of poetry, evaluation of student manuscripts, and parallel readings.

**WR 31 The Art of Writing: Prose Fiction (4) F, W, S**

Beginners' workshop in fiction writing, evaluation of student manuscripts, and parallel readings.

**WR 32 The Art of Writing: Drama (4)**

Beginners' workshop in playwriting, evaluation of student manuscripts, and parallel readings. Same as Drama 32.

**WR 38 The Art of Writing: Nonfiction and Journalism (4)**

Beginners' workshop in the writing of nonfiction and news articles, evaluation of student manuscripts, projects. Three hours.

**WR 39 Expository Writing (4) F, W, S**

Practice in writing clear and effective expository prose. Three hours.

**E 40 Speech (4) F, W, S**

Lecture and discussion, three hours. Introduction to the rhetoric of extempore speech, with some attention also to techniques of directing group discussions. Analysis of speech and practice of its strategies for the preparation of classroom teachers. Formerly called Linguistics 40.

**CL 40A-B-C Development of Drama (4-4-4) F, W, S**

Same as Drama 40A-B-C.

**CL 50A-B-C The Literary Tradition (4-4-4) F, W, S**

The reading of selected major works in the western literary tradition.

**CR 100A Literary Theory and Criticism (4) F**

Required of beginning majors in English and Comparative Literature. A series of lectures and discussions devoted to the theoretical dimensions of literary criticism as reflected in major theorists from Plato to the present. Prerequisites: a lower-division series in literature.

**CR 100B Undergraduate Seminar in Literary Theory (4) F, W, S**

Seminar, three hours. Open to upper-division majors in English and Comparative Literature only, and required of them soon after the completion of CR 100A. Sections limited to fifteen students. Each instructor announces a theoretical topic deriving from CR 100A and explores it through a number of theoretical and literary texts. May be repeated as the topics change. Prerequisites: CR 100A.

**WR 100B Undergraduate Seminar in Literary Theory (4) W, S**

Seminar, three hours. Substitute for CR 100B (above) for writing emphasis students. Prerequisites: CR 100A.

**CL 100 Undergraduate Seminar in Literary Theory and Practice (4) F, W, S**

Seminar, three hours. Open to upper-division majors in English and Comparative Literature only, and required of them. Sections limited to fifteen students. Each instructor announces a topic that joins theoretical speculation about literature with the practical criticism of individual literary texts. May be repeated as the topics change. Prerequisite: a lower-division series in literature.

**E 102A-B-C Comprehensive Exam Reading Program in English Literature (4-4-4) F, W, S**

Required of English majors; qualified nonmajors may enroll with permission. This series of three courses is designed to prepare students for three parts of the comprehensive exam. It is accompanied by evening lectures. Fall quarter:

Medieval and Renaissance. Winter quarter: later seventeenth-century through earlier nineteenth (English and American, Restoration, Neoclassical, Romantic). Spring quarter: Victorian, American Renaissance, Modern.

- CL 102 Undergraduate Reading Program in Comparative Literature (4)**  
 Reading course with occasional lectures. Required of Comparative Literature majors, but others may enroll with permission, as advised. Three appropriate enrollments may substitute for the CL comprehensive examination. CL 102A: Classical and Medieval; CL 102B: Renaissance and Baroque; CL 102C: Enlightenment and Romanticism; CL 102D: Post-Romanticism. Two of these will be offered each year.
- E 103 Undergraduate Lectures in English Literature (4) F, W, S**  
 Three hours. May be taken more than once provided the topic changes. A series of lectures on announced topics in literary criticism, history, genres, modes, major authors. Prerequisites: none for most topics; check descriptions of individual course topics.
- CL 103 Undergraduate Lectures in Comparative Literature (4) F, S**  
 Three hours. May be taken more than once provided the topic changes. A series of lectures on announced comparative topics in literary criticism, history, genres, modes, major authors. Prerequisites: none for most topics; check descriptions of individual course topics.
- CL 104 The Interdisciplinary Course (4) W**  
 Lecture course open to all students. Three hours. May be taken more than once provided the topic changes. Treats interdisciplinary topics of various kinds (e.g., literature and politics, literature and religion, literature and science, literature and other arts). Prerequisites: none for most topics; check descriptions of individual course topics.
- WR 109 Nonfiction and Journalism (4)**  
 By consent. Three hours. The course develops out of WR 38 for students with special competence for advanced work in journalism.
- WR 110 Short Story Writing (4) W, S**  
 By consent. Three-hour workshop in short fiction; discussion of student writing and of relevant literary texts.
- WR 111 Poetry Writing (4) W, S**  
 By consent. Three-hour advanced poetry writing workshop; discussion of student writing and of relevant literary texts.
- WR 112 Playwriting (4)**  
 By consent. Three-hour advanced playwriting workshop; discussion of student writing and of relevant literary texts. Same as Drama 112.
- WR 113 Novel Writing (4) S**  
 By consent. Three-hour advanced workshop in fiction writing; discussion of student writing and of relevant literary texts.
- WR 115 Conference in Writing (4)**  
 By consent. Primarily for writing emphasis seniors. May be repeated.
- WR 139 Advanced Expository Writing (4)**  
 Three hours, discussion. Study of rhetorical techniques; practice in writing clear and effective prose. Prerequisites: E 28A-B-C, or CL 50A-B-C, or Humanities 1A-B-C, or an equivalent year of work in composition. WR 39 is also advisable.
- E 140 Children's Literature (4)**  
 Lecture course open to all students. Explores the nature of children's literature and the special critical problems raised by it. Primarily for nonmajors;

## 190 English & Comparative Literature

may not be counted toward the upper-division requirement in English or Comparative Literature.

**E 150 Topics in Literature for Nonmajors (4) F, W, S**

Lecture, three hours. Major texts in English, American, and Comparative Literature explored for basic humanistic issues and themes, on announced topics. Primarily for upper-division students, but not requiring previous training in literature. May be repeated as topics change; may not be counted toward the major.

**E 181 The Structure of English (4)**

**E 184 History of English Language (4)**

**E 187 Selected Topics in English Linguistics (4)**

**E 198 Special Topics (4-4-4) F, W, S**

Directed group study of selected topics. By consent, by arrangement.

**E 199 Reading and Conference (4-4-4) F, W, S**

By consent, by arrangement. To be taken only when the materials to be studied and the topic to be pursued lie outside the normal run of departmental offerings, when the student will have no formal chance in the course of several years to pursue the subject of interest, and when the subject fits significantly into the student's major program. Before enrolling in this course, the student must have the consent of the advisor, the instructor, and the Chairman of the Department. To obtain consent the student must submit a written description of the course to the Chairman.

**CL 198 Special Topics (4-4-4) F, W, S**

Directed group study of selected topics. By consent, by arrangement.

**CL 199 Reading and Conference (4-4-4) F, W, S**

See the description of E 199 above.

## GRADUATE COURSES IN ENGLISH AND COMPARATIVE LITERATURE

All graduate courses may be repeated when the topic varies. Enrollment in each graduate course requires the consent of the instructor. The courses are limited to registered graduate students, except for specially qualified fifth-year students seeking teaching credentials, who may enroll if they have first received permission from the Department's Graduate Committee and if space permits.

In addition to the following courses, graduate students in the Department of English and Comparative Literature may find these Humanities courses of special interest: Humanities 200 (Historical Theory and Analysis), Humanities 210 (Topics and Methods in Linguistics), and Humanities 230 (Philosophical Analysis).

**E 200 Selected Topics in English Linguistics (4)**

**E 210 Studies in Literary History (4) F, W, S**

**CL 210 Comparative Studies (4) F, W, S**

**CR 220A-B-C Studies in Literary Theory and Its History (4-4-4) F, W, S**

CR 220A same as Humanities 220.

**CR 220 Studies in Criticism and Theory (4) F, W, S**

**CL 220 Problems in Translation (4)**

- E 225 Studies in Literary Genres (4) F, W, S  
 E 230 Studies in Major Writers (4) F, W, S  
 E 235 Methods of Literary Scholarship (4)  
 WR 250 Graduate Writers Workshop (4 to 8) F, W, S  
 WR 251 Writing in Conference (4 to 8) F, W, S  
 E 290 Reading and Conference (4) F, W, S  
 CL 290 Reading and Conference (4) F, W, S  
 E 291 Guided Reading Course (4)  
 CL 291 Guided Reading Course (4)  
 E 299 Dissertation Research (4 to 12) F, W, S  
 CL 299 Dissertation Research (4 to 12) F, W, S  
 E 398 The Teaching of English (4) F  
 Restricted to fifth-year students in the teacher certification program and to others with consent of Department's Graduate Chairman.  
 E 399 University Teaching (4-4-4) F, W, S  
 A course required of and limited to Teaching Assistants.

## **Department of French and Italian**

The French and Italian Department offers courses designed to provide linguistic competence and a broad knowledge of diverse aspects of French and Italian culture — literary, social, historical, esthetic. It seeks to enrich the students' appreciation of their own civilizations and to create a deeper sense of international understanding.

The program brings the students to participate in the creative process of language, to think in French or Italian as they learn to understand, speak, read, and write. All classes are taught entirely in the foreign language, and a multiple approach stresses the interdependence of the four basic skills and makes them mutually reinforcing. The Language Laboratory is used to complement classroom activity.

Representatives chosen by the undergraduate French majors and by the graduate students serve on departmental committees. These representatives also participate in Department meetings and are responsible for student evaluation procedures.

### **UNDERGRADUATE PROGRAM IN FRENCH**

While preparing the student for graduate work and for the teaching profession, the French major is essentially a liberal arts program offering a broad, humanistic course of study.

At the intermediate lower-division level, texts of contemporary literary and social interest provide the focus for advanced conversation, reading, and composition.

After the second year, courses in speaking (conversation and phonetics) and writing enable the students to attain a greater degree of proficiency, preparing them for further study in French literature and linguistics and in French civilization and culture.

In the introductory courses in literature, complete texts are studied by genre: poetry in the fall; theatre in the winter; the novel in the spring. The student learns to analyze and interpret different types of creative literature and is introduced to various critical techniques. At the more advanced level, literature courses may emphasize a single author, a generation, or a genre within an historical period. The content of these courses changes yearly according to the interests of both faculty and students. Senior seminars are offered periodically to discuss literary problems which cannot be dealt with in depth in the regular offerings.

Courses in civilization and culture explore aspects of French history, intellectual thought, and the arts. Courses are offered with an historical emphasis (for instance, *The World of the Renaissance in France*; *The Age of Louis XIV*) and with a comparative orientation (for instance, *Poetry and Painting*; *Fantastic Art and Literature*; *Movie and Novel*).

Courses in linguistics introduce students to aspects of the structure of the French language and to the application of linguistic techniques to problems of literary analysis.

Students are placed in elementary and intermediate courses according to their years of previous study and their grades; no placement examination is given. One year of high school is equated with one quarter of work at UCI. A student may not go back more than one quarter and receive credit.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: See page 170.

### Departmental Requirements

**French major with emphasis in Literature:** French 11, French 100A-B, 101A-B-C and seven other upper-division courses, at least five of which must be in literature.

**French major with emphasis in Linguistics:** French 11, 100A-B, 101A-B-C, two courses in French civilization, one upper-division course in French linguistics, Linguistics 101, 102, 103. Prospective elementary and secondary school teachers who choose this option should take as electives more courses in French language, civilization, and/or literature. Work in French civilization is required by state credentialing authorities.

**French major with emphasis in Culture and Civilization:** French 11, French 110A-B, 101A-B-C, and seven other upper-division courses, at least four of which must be in civilization and culture.

### **Planning a Program of Study**

The student and the faculty advisor (assigned upon entering the major) should plan a coherent program of courses to fulfill either the literature, the linguistics, or the culture emphasis during the junior year.

The Department encourages the student to study in France, either through the University's Education Abroad Program or independently. Information is available in the Department Office.

Students should consult with the departmental coordinator of advisors concerning career plans in the areas of teaching, industry, journalism, law, civil service, etc.

### **UNDERGRADUATE PROGRAM IN ITALIAN**

Third- and fourth-year offerings provide an introduction to Italian literature and culture. This material also serves as a basis for training in composition, conversation, phonetics.

Tutorial and seminar courses are available for advanced students. Students are encouraged to pursue their interests through a major in Humanities which combines Italian literature, culture, history, art, and music.

### **GRADUATE PROGRAMS IN FRENCH**

The Department stresses understanding rather than encyclopedic knowledge, experimentation with various critical approaches rather than the perpetuation of a tradition, creativity rather than conformity.

#### **Master of Arts in French**

The Master of Arts degree is considered to be a step towards the Ph.D. degree; the Master's examination functions as a qualifying exam for the doctoral program. Most candidates take a minimum of eleven graduate courses, with at least six in literature, one in linguistics, and one in writing and style. Particularly well-prepared students may receive special permission to take a minimum of nine courses and to write a short thesis, for which two course credits are given. Individual programs are arranged in consultation with the graduate advisors. Proficiency in a foreign language other than the major language is required (proficiency is defined as the equivalent of the level attained at the end of course 2C).

All M.A. candidates are required to pass a written and oral examination. The student writes essays demonstrating ability to discuss literary texts — which may or may not have been part of the class program — and establishing relationships between literary works of different periods, genres, or authors.

#### **Doctor of Philosophy in French**

Upon the student's successful completion of the qualifying exams for the doctoral program, or admission to the program with a Master's degree from an accredited institution, a Guidance Committee is appointed

to advise the candidate in the choice of courses and to help prepare for the comprehensive examinations and the dissertation. The examination committee is composed of five members, one of whom is in another department, in fields closely related to the student's interest and projected area of specialization; one member of the committee will be expected to direct the dissertation.

**Language Requirements:** A reading knowledge of two foreign languages relevant to the student's area of specialization and subject to the approval of the Department.

**Course Requirements:** A minimum of eighteen graduate courses or seminars in French beyond the B.A. including a course in literary criticism; two graduate courses in French linguistics, one diachronic and the other synchronic, depending on courses taken for the M.A.; and a minimum of three graduate courses outside the Department in areas related to the field of specialization.

**Teaching:** Since the overwhelming majority of Ph.D. candidates plan to teach, this Department recognizes its responsibility to train them as teachers. Therefore, as far as it is possible, all candidates without previous teaching experience are required to participate in a program of supervised teaching for at least one year.

**Comprehensive Examination — Written and Oral:** The written part of the Comprehensive consists of a series of open-book examinations involving clearly defined problems of a critical or historical nature. The student may be given from one to three days to answer any part of the examination. The oral part of the Comprehensive assesses the student's knowledge of French literature and understanding of a given literary movement. The student will be examined on (a) five of the following six periods of French literature: Medieval; sixteenth century; seventeenth century; eighteenth century; nineteenth century; twentieth century; or four of these periods plus the development of a single literary genre through all periods of French literature; (b) a given literary movement (e.g., romanticism, baroque, etc.) in a non-French literature.

**Dissertation:** The dissertation topic chosen by the candidate will normally, but not necessarily, fall within one of the major fields covered by the qualifying examination. The dissertation must be defended in an oral examination and approved by the Doctoral Committee before the candidate is recommended for the degree.

Three faculty members, chosen by the candidate, proposed by the Department, and appointed by the Graduate Council constitute the Doctoral Committee which directs the preparation and completion of the

doctoral thesis. The Doctoral Committee supervises a final examination, the focus of which is the content of the doctoral thesis. The Doctoral Committee certifies that a completed thesis is satisfactory through the signatures of the individual Committee members on the title page of the accepted thesis.

## FRENCH AND ITALIAN FACULTY

Franco Tonelli, Ph.D. Louisiana State University, *Associate Professor of French and Italian and Chairman of the Department*

Howard A. Appel, M.A. University of Washington, *Supervisor of Teacher Education – Foreign Languages, Lecturer in French*

David Carroll, Ph.D. The Johns Hopkins University, *Assistant Professor of French*

James Chiampi, Ph.D. Yale University, *Assistant Professor of Italian*

Judd D. Hubert, Ph.D. Columbia University, *Professor of French*

Renée Riese Hubert, Ph.D. Columbia University, *Professor of French and Comparative Literature*

Alice M. Laborde, Ph.D. University of California, Los Angeles, *Associate Professor of French*

Thérèse Ballet Lynn, Ph.D. University of Illinois, *Assistant Professor of French*

Leslie W. Rabine, Ph.D. Stanford University, *Assistant Professor of French*

Richard L. Regosin, Ph.D. The Johns Hopkins University, *Associate Professor of French*

Maria Ruegg, M.Phil. Yale University, *Acting Assistant Professor of Comparative Literature*

Aliko Songolo, Ph.D. University of Iowa, *Assistant Professor of French*

Bernard Tranel, Ph.D. University of California, San Diego, *Assistant Professor of French Linguistics*

## LOWER-DIVISION COURSES IN FRENCH

### 1A-B-C Fundamentals of French (4-4-4) 1A (F), 1B (W), 1C (F, S)

Students are taught to think in French as they learn to understand, read, write, and speak. Classes are conducted entirely in French and meet daily. Language Laboratory attendance is required.

### 2A-B-C Intermediate French (4-4-4) 2A (F, W), 2B (W, S), 2C (F, S)

Texts of contemporary literary or social interest provide the focus for more advanced conversation, reading, and composition. Classes are conducted entirely in French. Prerequisite: normally three years of high school French or one year of college French.

### 11 French Phonetics (4) W

Prerequisite: French 2C or equivalent.

### 13 Conversation (4) F, W, S

Prerequisite: French 2C or equivalent.

### 50A-B-C Studies in French Culture and Society (4-4-4) F, W, S

In English. No prerequisites.

## UPPER-DIVISION COURSES IN FRENCH

- 100A-B Composition and Grammar Review (4-4) 100A (F, W), 100B (W, S)**  
Systematic review of grammar with written compositions on themes from readings chosen to introduce the student to aspects of literary analysis — prose and poetry. Prerequisite: completion of French 2C or equivalent; 100A or equivalent is the prerequisite for 100B.
- 101A-B-C Introduction to French Literature**  
In this series of courses students learn to analyze and interpret creative literature by genre and are introduced to various critical techniques. Whenever possible, 100A-B should be taken before 101A-B-C.
- 101A Introduction to Poetry (4) F**
- 101B Introduction to Theater (4) W**
- 101C Introduction to Novel (4) S**
- 105 Advanced Composition and Style (4) S**  
Prerequisites: 101A-B.

The prerequisite for the following upper-division courses is French 101A-B-C or the equivalent. The content of these upper-division courses changes yearly. Students should consult the offerings in linguistics under the Program in Linguistics.

- 110A-B-C French Civilization (4-4-4) F, W, S**
- 112A-B-C French Culture (4-4-4)**  
This sequence is appropriate for majors emphasizing either literature or civilization.
- 113 Introduction to French Linguistics (4)**  
Some basic notions of linguistic theory. Overall picture of the organization of speaker's linguistic knowledge, with illustrations taken from French. Detailed study of selected aspects of phonology, morphology, syntax, and semantics of French.
- 115A-B-C Medieval Literature and Culture (4-4-4)**
- 116A-B-C Sixteenth-Century French Literature (4-4-4)**
- 117A-B-C Seventeenth-Century French Literature (4-4-4)**
- 118A-B-C Eighteenth-Century French Literature (4-4-4)**
- 119A-B-C Nineteenth-Century French Literature (4-4-4) F, W, S**
- 120A-B-C Twentieth-Century French Literature (4-4-4)**
- 125A-B-C African Literature of French Expression (4-4-4)**
- 130 Junior-Senior Seminar in French Literature (4) S**  
May be repeated. Prerequisites: two upper-division literature courses beyond 101.
- 131 Senior Seminar in Linguistics (4)**  
May be repeated. Prerequisite: Linguistics 50 or consent of instructor.
- 140A-B-C Readings in French Literary Genre (4-4-4) F, W, S**
- 150A-B-C French Literature in Translation (4-4-4)**
- 180A-B-C Pro-seminar in French Literature (4-4-4) F, W, S**  
Prerequisites: two upper-division literature courses beyond 101.
- 199 Special Studies in French (4)**  
May be repeated.

## GRADUATE COURSES IN FRENCH

The content of these courses changes yearly. Students should also consult the offerings of the Program in Linguistics.

In addition to the following courses, graduate students in French might find these Humanities courses of special interest: Humanities 200 (Historical Theory and Analysis), Humanities 210 (Topics and Methods in Linguistics), Humanities 220 (Literary Theory), and Humanities 230 (Philosophical Analysis).

**200 Selected Topics in French Linguistics (4)**

May be repeated.

**201 History of the French Language (4)**

Prerequisite: fundamentals of Latin.

**202 Contrastive French Phonology (4)**

**203 Contrastive French Morphology and Syntax (4)**

**208 Stylistics (4)**

Note: Courses numbered 210A-B-C through 240 may be repeated for credit.

**210A-B-C Studies in Medieval Literature (4-4-4)**

**216A-B-C Studies in Renaissance Literature (4-4-4)**

**217A-B-C Studies in Baroque and Classical Literature (4-4-4)**

**218A-B-C Studies in Eighteenth-Century Literature (4-4-4)**

**219A-B-C Studies in Romanticism and Symbolism (4-4-4)**

**219D-E Studies in Naturalism and Realism (4-4)**

**220A-B-C Contemporary Novel (4-4-4)**

**221A-B-C Contemporary Poetry (4-4-4)**

**222A-B Contemporary Theater (4-4)**

**230 Studies in Dramatic Literature (4)**

**231 Studies in Fiction (4)**

**232 Studies in Nonfictional Prose (4)**

**233 Studies in Poetry and Poetics (4)**

**240 Studies on a Major Writer (4)**

**260A-B Literary Criticism (4-4)**

**270 Writing and Style (4)**

**290 Research in French Language and Literature (4)**

May be repeated.

**299 Dissertation Research**

**399 University Teaching (4-4-4) F, W, S**

A course required of and limited to Teaching Assistants.

## LOWER-DIVISION COURSES IN ITALIAN

**1A-B-C Fundamentals of Italian (4-4-4) F, W, S**

Students are taught to think in Italian as they learn to understand, read, write, and speak. Classes are conducted entirely in Italian and meet daily. Language Laboratory attendance is required.

**2A-B-C Intermediate Italian (4-4-4) F, W, S**

Texts of contemporary literary or social interest provide the focus for more advanced conversation, reading, and composition. Classes are conducted entirely in Italian. Prerequisites: normally three years of high school Italian or one year of college Italian.

**99 Tutorial in Italian Literature and Culture (4)**

## **UPPER-DIVISION COURSES IN ITALIAN**

**100A-B Italian Language and Civilization (4-4) F, W**

Systematic review of grammar with written and oral composition on topics chosen from readings on Italian culture and civilization. Prerequisite: completion of, at least, Italian 2A or equivalent.

**101A-B-C Introduction to Italian Literature**

In this series of courses students learn to analyze and interpret creative literature by genre and are introduced to various critical techniques. Need not be taken in sequence.

**101A Introduction to Poetry (4) F**

**101B Introduction to Theatre (4) W**

**101C Introduction to Novel (4) S**

**140A-B-C Readings in Medieval and Renaissance Literature (4-4-4) F, W, S**

**150 Topics in Modern Italian Culture (4)**

Themes in modern Italian culture as they appear in literature, art, or the cinema. Subject matter drawn from either cultural movements (for instance, neo-realism or surrealism), from specific media, such as the cinema, or from individual authors. All readings in translation. Open to nonmajors. May be repeated. No prerequisites.

**199 Tutorial in Italian Literature and Culture (4) F, W, S**

# **Department of German**

The German Department sees its contribution in the context of the humanistic endeavor to understand and evaluate Western Culture. We can understand ourselves and our immediate culture more clearly through the study of allied and diverse languages and cultures. The study of German (which is closely related to English) and a comparative study of the historical and social development of German speaking peoples provides the student with another aspect of our common culture. The Department offers courses on the German language and on German literature. The study of German literature is pursued from various critical perspectives. Some courses emphasize its historical, social, and political significance and setting; in others literature is approached as an imaginative experience which transcends its immediate context. The history of German literature and criticism, the theory of literature and literary criticism, and the relations of German literature to other literatures are also studied in the Department's courses.

## UNDERGRADUATE PROGRAM

The German major offers alternative emphases, one in literature and another in linguistics.

All courses in the Department are taught in German to the extent compatible with the aim of the course. In the basic courses the student will develop an understanding of the nature of the language, based on linguistic principles, while learning the necessary skills. Use will be made of the Language Laboratory. At the end of the first year, students will have attained mastery of the basic structure of the language.

At the intermediate and advanced levels the student's ability to read and write German will be gradually developed. A third-year course of two quarters will stress composition as opposed to translation. It will be followed by a course in phonetics which will aim to perfect the pronunciation as well as to introduce historical and dialectal variants. The introductory course in literature, also in the third year, will present a first view of the periods of German literary history, familiarize the student with German terminology used in the interpretation of literature, and use these concepts in practical interpretations. It is assumed that the student is familiar with basic concepts of literature in English.

Students are given the opportunity to participate in programs of study abroad during the summer and the junior year in Göttingen.

Students entering UCI with previous German training will be given advanced standing as follows: In general, one year of high school work is equated with one quarter of UCI work. Thus students with one, two, three, and four years of high school German will normally enroll in German 1B, 1C, 2A, and 2B respectively. Exceptions to this placement procedure must have the approval of the director of first- or second-year German instruction.

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: See page 170.

#### Departmental Requirements

**German Major with Literature Emphasis:** German 100A-B-C; German 101; eight courses drawn from German 102-199, the selection to be approved by the student's advisor; at least one course selected from the following: Linguistics 50; Comparative Literature 50A-B-C; courses in German history and German philosophy (advisor's approval required).

Students who plan to acquire a teaching credential, or intend to do graduate work in literature, are encouraged to take the major with literature emphasis.

**German Major with Linguistic Emphasis:** German 100A-B-C; German 101; four literature courses drawn from German 102-199, to be approved by the advisor; German 180; Linguistics 50, 101, 102; at least

one of the following: Linguistics 103; Introduction to Middle High German or History of the German language (these courses are offered under German 220).

The German major with Linguistic emphasis is recommended especially for students who intend to do graduate work in Linguistics or want to enter a Linguistics-related profession.

## **GRADUATE PROGRAM**

In its graduate courses the Department stresses theoretical understanding of the nature of literature in its specific application to literature written in the German language.

### **Master of Arts in German**

Before entering the program, a candidate is expected to have the equivalent of our undergraduate major. The minimum course requirements for the M.A. degree are eight courses within the German Department which must include the Introduction to Middle High German. Reading knowledge of a foreign language other than German is also required for the M.A. degree. Further requirements are:

#### **The Preparation of a Reading List**

All candidates should prepare as early as possible a list of works read in the field of German literature, e.g., both primary texts and critical works. This list should preferably be augmented by critical texts and by works from other literatures which, in the candidates' opinion, relate to the German works in the list. Since it should ultimately contain representative selections from various eras of German literature and some works of criticism, a tentative list must be discussed with the graduate advisor before the end of the fall quarter. Candidates should indicate on the list a number of works with which they are especially familiar. In its final form (e.g., including works read during the year both in and out of class) the list will be submitted together with the essay two weeks before the oral exam.

#### **The Master's Essay**

The purpose of the written part of the M.A. exam is to show the candidate's methodological progress in interpreting German literature. It consists of an essay in which a text is elucidated and related to a) pertinent works by the same author, b) its social and historical context, and c) other works of German or other literatures with which the candidate is familiar. The level of the discussion will normally be enhanced by the candidate's knowledge of the relevant secondary literature. The topic of the essay should be tentatively formulated and reported to the graduate advisor before the end of the fall quarter.

#### **The Oral Exam**

During the oral exam the following items will be discussed: a) the essay; b) the reading list. The discussion based on the reading list will focus on works which the student knows well, but may broaden into other areas.

## One Course in University Teaching (399)

### Ph.D. in German

The Department requires a minimum of twenty-four approved courses. These should include courses in philosophy, history, comparative literature, etc., suitable for the individual student's program of study. The Introduction to Middle High German and one course in medieval German literature are required. The student will also enroll in at least three of the German Department's colloquia.

Since the majority of Ph.D. candidates choose careers as teachers, the German Department recognizes its obligation to offer them preparatory experience. Therefore, all candidates for the Ph.D. without previous teaching experience will teach under the supervision of a faculty member at least one course in each of three quarters for which they will receive credit as German 399. Three of these courses may be counted towards the twenty-four required courses for the Ph.D.

### Comprehensive Examination

There are two parts to the examination. The student will choose either 1) to present from notes a lecture to the faculty and to the other graduate students, or 2) to write an open-book essay. The essay or the lecture will be on a text or texts selected by the faculty from a reading list submitted by the student after consultation with the advisor. The second part is an oral examination of two to three hours' duration ranging over the whole field of the student's studies.

### Language Requirements

The candidate will demonstrate reading competence in two languages or extensive competence in one language other than German or English. Choice of this language depends on the student's area of specialization. For the various ways in which these requirements may be fulfilled, the student should see the graduate advisor.

### Dissertation

Towards the end of the second year of study, the student should formulate a tentative dissertation topic. At this time the faculty will evaluate the student's general progress towards the Ph.D. degree. Three faculty members proposed by the Department and appointed by the Graduate Council constitute the Doctoral Committee which directs the preparation and completion of the dissertation. The Doctoral Committee certifies that a completed dissertation is satisfactory through the signature of the Committee members on the title page of the dissertation.

## GERMAN FACULTY

Herbert Lehnert, Ph.D. University of Kiel, *Chairman of Department and Professor of German*

Theodore Fiedler, Ph.D. Washington University, *Assistant Professor of German*

Anton Kaes, Ph.D. Stanford University, *Assistant Professor of German*  
Meredith Lee, M.Phil. Yale University, *Acting Assistant Professor of German*

William J. Lillyman, Ph.D. Stanford University, *Dean of the School of Humanities and Professor of German*

Bert Nagel, Ph.D. University of Heidelberg, *Emeritus Professor of German*

Thomas P. Saine, Ph.D. Yale University, *Associate Professor of German*

Wilfried Voge, M.A. University of California, Berkeley, *Acting Assistant Professor of German and Linguistics*

## LOWER-DIVISION COURSES IN GERMAN

A student may take any one of the three first-year courses: German 1A-B-C; K1A-B-C; R1A-B-C.

### 1A-B-C Fundamentals of German (5-5-5)

This course is designed to develop the basic language skills of understanding, speaking, reading, and writing. Classes are conducted in German. Language Laboratory attendance is required. Open to nonmajors. No prerequisite.

### K1A-B-C Fundamentals of German (5-5-5) F, W, S

Individualized instruction covering the material of German 1A-B-C. Students work at their own pace. Regular consultation with an instructor. Open to nonmajors. No prerequisite.

### R1A-B-C Fundamentals of German (with emphasis on reading) (5-5-5) F, W, S

The purpose of this course is to serve those students not planning to major in German who want to develop their reading ability in German rapidly. Open to nonmajors. No prerequisite. Not offered 1975-76.

### 2A-B-C Intermediate German (4-4-4) F, W, S

Conversation, reading, composition skills are developed using texts of literary and social interest. Intensive review of grammar. Conducted in German. Open to nonmajors. Prerequisite: German 1C.

### 53 Advanced Conversation (2)

Practice in advanced conversation, reading of political and cultural material. Prerequisite: German 2C.

## UPPER-DIVISION COURSES IN GERMAN

### 100A-B Advanced Composition (4-4) F, W

The aim of these courses is to help the student develop competence in writing in expository German. Prerequisite: German 2C.

### 100C German Phonetics (4) S

Contrastive analysis of the sounds of English and German. Particular emphasis on the practice of standard German pronunciation. Prerequisite: German 2C.

### 101 Introduction to Literature (4) F

Sample interpretations of poetry and prose. Introduction to critical language in German. Prerequisite: German 2C.

### 102A Literature and Society Since World War II (4) S

Interdisciplinary introduction to recent German literature not only as an aesthetic phenomenon but also as a social and political force. Methodological problems arising from an analysis of literature in its historical context. Prerequisite: German 101 or consent of the instructor.

### 102B Literature and Society 1918-1945 (4) W

See above description. Prerequisite: German 2C or consent of the instructor.

**110 Advanced Composition and Stylistics (4) S**

Besides providing the student an opportunity to gain further competence in writing effective German prose, the course will also introduce the study of stylistics. Readings may range from literature and journalism to the social sciences. Prerequisite: German 100C or equivalent.

Courses numbered 117 to 199 may be repeated provided course content changes. German 101 or consent of instructor is prerequisite for courses 117-120.

**117 Topics in German Literature 750-1750 (4) F**

Specific course content will be determined by individual faculty members. Example: Literary and Polemical Writing of the Reformation.

**118 Studies in the Age of Goethe (4) W**

Course may deal with individual authors such as Lessing, Goethe, Schiller, Kleist, and Hölderlin or the drama of the "angry young men" of the German 1770's.

**119 Studies in Nineteenth-Century German Literature (4) F**

Course may deal with individual authors such as Büchner, Grillparzer, Keller, and Nietzsche or study broader social-literary phenomena such as the Viennese Folk Theatre.

**120 Studies in Twentieth-Century German Literature (4) S**

Course may deal with individual authors such as Thomas Mann, Brecht, Kafka, Rilke, Grass, or address questions of genre such as the drama of German Expressionism.

**150A-B-C German Literature in Translation (4-4-4) F, W, S**

Reading of major German literary works, 1750 to the present, in translation. Open to nonmajors. No prerequisite.

**180 Structure of the German Language**

Prerequisite: German 100A-B-C or consent of the instructor.

**199 Special Studies in German (4) F, W, S****GRADUATE COURSES IN GERMAN**

All graduate courses offered in the Department will fall under the following generic headings. All courses may be repeated, provided course content changes.

**200 Literary Criticism (4) F, W, S****210 Literary Theory (4) S****220 Linguistics (4) F****230 Literary and Cultural History (4-4-4) F, W, S****240 Colloquium (4) S****299 Tutorial (4-4-4) F, W, S****398 The Teaching of German (4-4-4) F, W, S**

Required of all Teaching Assistants in the German Department. Also open to present and prospective German instructors who are not Teaching Assistants.

**399 University Teaching (4-4-4) F, W, S**

A course required of and limited to Teaching Assistants.

# Department of History

## UNDERGRADUATE PROGRAM

The undergraduate program in History is designed to develop critical intelligence and to foster an awareness of ourselves and our world through the study of the past. The Department offers a variety of approaches to history, each emphasizing basic disciplinary skills: weighing evidence, analyzing historical problems, exploring the role of theory, and improving expository writing.

All History majors participate in two kinds of introductory courses. The first (History 29A-B-C) is a comparative history course that acquaints students with the modern world by examining some of the basic characteristics of modernity and by focusing on the historic process of modernization in several different societies. The second (one course from History 100A, 100B, 100C, or 100D) is an introduction to the discipline of history: the history of historical writing, the problem of conceptualization, the formulation of historical questions, and the relationship of theory and evidence.

From these introductory courses the student moves on to a series of upper-division courses, the contents of which range from the examination of individual nation-states (e.g., British History), to studies of the relations among nation-states (e.g., European International History), to analyses of political, socio-economic, and cultural factors as they have developed through time (e.g., The Supreme Court and Social Change, The Darwinian Revolution). The Department also offers courses in Comparative History organized around such themes as science and technology, race and class, the family, war, popular and elite culture, industrialization, revolutions, ideologies, cities. Finally, seminars for seniors focus on a particular aspect of more general phenomena (i.e., France: May, 1968). Students are also encouraged to enroll for courses in related subjects of the social sciences, humanities, and fine arts.

This rigorous approach to training and discipline in the use of evidence and theories is a useful preparation for subsequent cultural, political, and social life. Various professional schools, in areas such as law, medicine, and business administration, have looked favorably upon highly qualified students with work in history. Recent graduates have indicated the value of history study for decision-making processes in contemporary society. Finally, in recent years history majors have found useful application of their studies to careers in state and local government, elementary and secondary education, librarianship, journalism, and work in data-gathering and evaluation occupations.

### A Summary Statement of the Undergraduate Major

Twelve courses: the three-quarter lower-division sequence; one Histori-

ography course; six upper-division courses (may include one “Independent Study”); one two-quarter Senior Seminar.

**Note:** At least three upper-division courses must be related to the area in which the students will select their Senior Seminar. Students who have graduate work in view are urged to have a reading knowledge of a modern European language by their senior year and to seek to use it in the seminar.

The Department of History seeks to work closely with its students. Five student representatives — three undergraduates, one graduate, and one Teaching Assistant (each elected by their respective constituencies), sit regularly with the faculty at its Department meetings and serve on major Department committees. Students also play an important role in the evaluation of teaching by the faculty and teaching assistants. Each upper-division student is assigned a faculty advisor in the Department. Students are encouraged to see their advisors at least twice each quarter.

## Requirements for the Bachelor’s Degree

University Requirements: See page 28.

School Requirements: See page 170.

### Departmental Requirements

History 29A-B-C or, for transfer students, a year-long survey in broad fields of History (European, American, African, Asian, Latin American, i.e., areas studied as continents); seven additional upper-division courses, including one Historiography (100A, 100B, 100C, or 100D, which should be taken in the junior year); History 190A-B (Senior Seminar).

## GRADUATE PROGRAM

The graduate program in History is designed to provide students with both basic historical skills and a rigorous grounding in social and historical theory. This combination of theoretical study with training in historical method reflects the Department’s conviction that students should be encouraged to deal with broad questions about the past and to approach these questions in a methodologically sophisticated way. This approach requires that the scholar develop the critical abilities necessary to deal with primary sources, secondary syntheses, and the interrelationship of history and theory.

Each student takes the year-long course in History and Theory, which focuses on various interpretations of modernization, the general world transformation of the past four hundred years, and the social institutions through which this process occurred and continues. The course deals with both theoretical texts and historical studies that have tested the theorists’ concepts and models.

In another year-long course, the focus seminar, the student studies the important problems and phenomena of one of several approaches to

history, the modes in which it has been written, and the methodologies available. At the same time the student begins to carry out a project of original research. At present the Department offers seminars in social, intellectual, political, and international history.

The colloquium, the third type of course, is a reading course that exposes the chief historical works in a time-place field. This course enriches the student's knowledge of the main areas of historical research and develops critical reading skills. Colloquia are offered yearly in U.S. history and Modern European history, and biannually in Early Modern European history, Latin American history, and Ancient history. A student may prepare a dissertation in any of these fields.

Fourth, students take a course in teaching history which the Department regards as a fundamental part of advanced historical training. As many students as possible are provided with teaching experience in the form of assistantships and course work.

Finally, independent reading and research courses are provided for advanced, specialized study in a tutorial form.

It should also be mentioned that students can avail themselves of the skills of Irvine faculty in other departments and of history faculty at other University of California campuses.

In pursuing the courses the student develops four fields of competence in preparation for comprehensive examination. These are:

1. History and Theory
2. First Time-Place Field (field in which the dissertation is written)
3. Second Time-Place Field
4. Focus Field

With the current limited job possibilities, it is crucial that the student write a distinctive dissertation. In this regard, the Department, with its modest size, can offer intensive personal direction by the faculty as well as a lively intellectual atmosphere. Students participate in the decision-making process of the Department, which engages the entire historical community at Irvine in a collective pursuit of excellence. In addition, the Department has a speakers' program in which scholars from other campuses and other nations present their recent investigations.

## **Master of Arts in History**

### **1. Requirements for Admission**

Though it is desirable that an applicant have the equivalent of an undergraduate major in History, the Department also welcomes students who have previously specialized in other subject areas and who show promise of sustained and self-disciplined work in History. Typically, a minimum undergraduate grade point average of 3.0 (B) is required for admission, with evidence of better work in History. In addition, all ap-

plicants are asked to submit three letters of recommendation, aptitude scores from the Graduate Record Examination, and examples of written work in History from their undergraduate classes. Students living in Southern California must arrange to come to Irvine for an interview with the Chairman of the Department or the Coordinator of Graduate Advising.

The Department offers the M.A. degree, but it is the Department's policy at present to admit only those students who will pursue both the M.A. and Ph.D. Students are admitted for fall quarter only, and the deadline for application for fall admission is April 1.

## **2. Program of Study**

Nine courses are required for the degree: three in History and Theory (History 200A-B-C), three in "time-place" colloquia (taken in sequence, as a unit), and three in a "focus" seminar (taken in sequence as a unit). Though it is possible to take these nine courses in one academic year, the Master's student is encouraged to proceed at the same rate as the doctoral student (see below), that is by taking History and Theory, colloquia, and electives during the first year, and the "focus" seminar and electives during the second. Students intending to pursue the Ph.D. should begin at once to delineate doctoral interests in order to fit their work for the M.A. into the total program.

The Coordinator of Graduate Advising organizes an evaluation committee for all first year students. These committees are composed, in each case, of the professors who have taught the student. After reading and discussing the students' work, they will make recommendations to the Chairman of the Graduate Program Committee regarding the students' continuance.

## **3. Language Requirements**

Normally a reading knowledge of one useful foreign language is required for the M.A. degree. However, an individual in American History, with an advisor's permission, may substitute a sequence of courses in communications science, statistics, or comparable studies for the M.A. foreign language requirement. Language proficiency can be demonstrated either by achieving a score of at least 500 on the appropriate ETS examination or by passing a language department test at Irvine.

## **4. Award of the M.A. Degree**

The M.A. student applies for advancement to candidacy for the M.A. degree at the end of the quarter before the quarter of the completion of the nine required courses. The M.A. is granted on the basis of work in the Focus Seminar and a comprehensive examination.

## **5. Time Limits**

In no case will the Department allow a student more than nine academic quarters in which to complete the M.A. degree.

## Doctor of Philosophy in History

### 1. Requirements for Admission

To apply for admission to the doctoral program, the student must have passed the Department's first year evaluation. It would be advisable for the potential doctoral student to begin graduate work on this campus, since the doctoral student who has taken the M.A. elsewhere will be expected to enroll in the same courses required of first-year students (greater experience will work to advantage later, in the second and third years, in speeding the student to exams). Applications for the doctoral program, as for the Master's, should include transcripts, three letters, papers, and aptitude scores from the Graduate Record Examination. They must be supplemented by an interview whenever possible.

Students are admitted for fall quarter only, and the deadline for application for fall admission is April 1.

### 2. Program of Study

The Department requires doctoral students to prepare themselves in four different areas:

- a. History and Theory.
- b. A "focus" field (such as social history, etc.), which is designed to enhance the student's capability for dealing with the problems and phenomena of the field, to make comparisons and to introduce the student to the theory and method of relevant related disciplines (e.g., sociology).
- c. The first "time-place" field (such as Modern Europe), which is designed as a teaching field as well as the locus of the student's dissertation.
- d. The second "time-place" field (such as American History), which is designed as a second teaching field.

Beyond the required courses, the remainder of the student's program during six quarters of residence will consist of those colloquia, seminars, and courses in Special Studies (see below) chosen to prepare for examinations and by which the student can attain the normal academic load of three courses per quarter.

Doctoral students will be assisted by a Departmental advisor in their general areas of study who will be responsible for approving defined fields, guiding them to consultant faculty, and arranging and giving examinations.

### 3. Language Requirements

All students, except as specified under #4 below, must demonstrate a reading knowledge of one useful foreign language no later than the end of the second year in the program. Normally, the M.A. foreign language requirement will serve, but proficiency can also be established by a score of at least 500 on the appropriate ETS exam or by passage of a

language department test. Students in American History who have opted for a language substitute in completing the UCI Master's degree will be allowed to submit this work in fulfillment of "further 'special skill' requirements" (see #4, below) and will not be subject to the time limit in achieving a foreign language competence.

#### 4. Further "Special Skill" Requirements

These depend on the subject the student selects for the first "time-place" field:

- a. An individual with a first "time-place" field in American History may either demonstrate a reading knowledge of a second useful foreign language (by achieving an ETS score of 500 or by passing a language test designed by the advisor), or complete, as a doctoral student, a sequence of courses in an area of study (e.g., communications science, statistics, computer work, content analysis, linguistics) that will be useful in mastering the chosen historical fields.
- b. An individual with a first "time-place" field in a non-American subject must demonstrate a reading knowledge of a second useful foreign language. This may be done either by achieving an ETS score of 500 or by passing a language test arranged by the advisor.

#### 5. Teaching Requirements

To improve pedagogical skills, the Department requires all graduate students to complete a one-quarter course in the Teaching of History (History 398), usually at the beginning of their second year in the program. Moreover, the Department supplements this training by attempting to provide teaching assistantships or associateships to those students who wish to have them. (Those first-year students who are interested in obtaining a teaching assistantship or other financial assistance should be sure to stipulate this in their applications for admission.) In the event students do not have a teaching assistantship, the advisor can arrange for them to gain at least limited experience in lecturing, discussion-group leadership, preparation of examinations, and the planning of a course.

#### 6. The Qualifying Examinations and Dissertation

After completing the appropriate courses and other preparatory work (normally eight to nine quarters after beginning the M.A. at Irvine, or seven to eight quarters after having entered the Ph.D. program from the outside), the student will take written examinations in the History and Theory and two "time-place" fields, and, following this, will take a qualifying oral examination in the "focus" field, first "time-place" field/dissertation topic. After having passed these examinations, the student will be advanced to candidacy and will begin intensive work upon the dissertation. The research and writing involved in this effort can be expected to require from one to two years. At some point during that period a second "oral" will be held, focusing entirely upon the adequacy of the student's research and thesis. Consult the Department of History for any changes in examination requirements.

## HISTORY FACULTY

- Richard I. Frank, Ph.D. University of California, Berkeley, *Associate Professor of History and Classics; Chairman of the Department of History*
- Kendall Bailes, Ph.D. Columbia University, *Assistant Professor of History*
- Kenneth P. Bailey, Ph.D. University of California, Los Angeles, *Senior Lecturer in History and Education and Director of Teacher Education*
- Jonathan S. Dewald, Ph.D. University of California, Berkeley, *Assistant Professor of History*
- John P. Diggins, Ph.D. University of Southern California, *Professor of History*
- Lamar Mott Hill, Ph.D. University of London, *Associate Professor of History*
- Karl G. Hufbauer, Ph.D. University of California, Berkeley, *Associate Professor of History*
- Jon S. Jacobson, Ph.D. University of California, Berkeley, *Associate Professor of History*
- Michael P. Johnson, Ph.D. Stanford University, *Assistant Professor of History*
- Arthur J. Marder, Ph.D. Harvard University, *Professor of History*
- Samuel C. McCulloch, Ph.D. University of California, Los Angeles, *Professor of History*
- Henry Cord Meyer, Ph.D. Yale University, *Professor of History*
- Keith L. Nelson, Ph.D. University of California, Berkeley, *Associate Professor of History*
- Patricia A. O'Brien, Ph.D. Columbia University, *Assistant Professor of History*
- Spencer C. Olin, Jr., Ph.D. Claremont Graduate School, *Associate Professor of History*
- Mark S. Poster, Ph.D. New York University, *Associate Professor of History*
- Jaime E. Rodriguez-O., Ph.D. University of Texas, *Assistant Professor of History*
- Gerald T. White, Ph.D. University of California, Berkeley, *Professor of History*
- Jonathan M. Wiener, Ph.D. Harvard University, *Assistant Professor of History and Sociology*

## UNDERGRADUATE COURSES IN HISTORY

### University Courses

Special studies of general interest for all students. No prerequisites.

#### 6 Topics in Modern History (4)

Historical analysis of forces which have shaped the contemporary world. Topics studied will include war, revolution, communism and anti-communism, and new attitudes towards sex, family, and race. Content will vary. May be repeated. The following topics may be offered in 1975-76: Arabs, Jews, and

Oil; American Political and Social Dilemmas from Truman to Ford; Women, Sex, and the Family; Problems and Issues in Western Europe; Einstein's Life and Thought.

## Introduction to Historical Study

### 29 The Formation of Modern Society

Presents a unified view of the histories of Europe, the United States, and Latin America, focusing on the general social transformation from traditional to modern industrial society.

29A Traditional Societies: 1300-1760 (4) F

29B The Impact of Industrialization: 1760-1900 (4) W

29C The Twentieth Century Crisis: 1900-Present (4) S

### 100 Historiography, History and Theory

These courses focus on various aspects of the historical discipline: the character of scholarship in an era, the works of particular historians, Western humanistic and scientific historiography, and the role of social theory in historical thought. All courses in the 100 sequence satisfy the historiography requirement.

100A History and Historians (4)

100B History as Art and Science (4)

100C Classical Historians and Historiography (4)

100D History and Social Theory (4)

### 105 How to Read History (4)

## The History of the Preindustrial West

### 110 The Ancient World

Studies in the rise of Greek cultures, their spread in the Mediterranean area and the impact of the Roman Empire; special emphasis on Christianity and the Barbarians as conquerors of classical civilization.

110A-B Hellenic and Hellenistic Greece (4-4)

110C-D The Roman Empire (4-4)

110E Special Studies in Ancient History; e.g., The Imperial Bureaucracy (4)

### 120 Preindustrial Europe and its Expansion

A comparative survey, focusing on the social and economic bases of secular and ecclesiastical institutions.

120A The Christian Millenium: Rome and the Successor States (4)

120B Feudal Society: Ideas and Institutions (4)

120C Europe Transformed: The Reformation of State and Society (4)

120D The Old Regime: Modernization and its Origins (4)

### 121 Themes in Preindustrial History

Topical and comparative studies of western societies, focusing on:

121A Political and Constitutional History (4)

121B Social and Economic History (4)

121C Cultural and Intellectual History (4)

121D The State System: Studies in War and Diplomacy (4)

121E Special Studies (4)

E.g., The Seventeenth Century "Crisis." May be repeated.

**122 Regional and National Preindustrial History**

These courses focus on "modernization" in long-term perspective, with special stress on feudal systems, state-building, secularization, absolutism, and enlightened despotism.

122A England: Crown and Community in the Middle Ages (4)

122B Early Modern England: The Road to Modernization (4)

122C France Divided: Religion and the Civil War (4)

122D France Unified: The Old Regime (4)

122E Early Modern Spain: From Unification to the Napoleonic Era (4)

122F Special Studies (4)

E.g., Renaissance Florence, The Mediterranean World in the Age of Philip II.  
May be repeated.

**Modern European History**

**130 Modern and Recent Europe**

A survey of European politics, diplomacy, economy, and culture since 1815.

130A Nineteenth-Century Europe (4)

130B Twentieth-Century Europe (4)

130C Europe Since 1945 (4)

**131 Modern European Constitutional and Legal History**

National governmental systems, with emphasis on parliamentary processes, systems of law, and public administration.

131A England: Anglo-Saxon to 1485 (4)

131B England: 1485 to the Present (4)

131C Special Studies (4)

May be repeated.

**132 Modern European Social and Economic History**

Courses stress social and economic developments within single societies and across national lines.

132A Russian Society: Traditional Russia to 1687 (4)

132B Russian Society: Peter the Great to 1905 (4)

132C Russian Society: Revolution and Soviet Society (4)

132D Special Studies (4)

May be repeated.

**133 Modern European Intellectual and Cultural History**

Courses in this series focus on the development of Western thought, with special emphasis on the period since the Enlightenment, but with attention to major traditions of the West derived from classical and medieval sources.

133A The Enlightenment (4)

133B From Hegel to Nietzsche (4)

133C From Freud to Sartre (4)

133D Western Traditions in Art and Society: the Kenneth Clark "Civilization" Films in Social Historical Context (4)

133E The Darwinian Revolution (4)

133F Special Studies (4)

May be repeated.

**134 Modern European International History**

These courses focus on the European state system, stressing diplomacy and war in the context of general, cultural, economic, and political relations.

134A Revolutions of 1848 to World War I (4)

134B World War I-World War II (4)

134C Topics in British Empire (4)

134D Topics in British Commonwealth (4)

134E Special Studies (4)

May be repeated.

**135 Modern European National History**

These courses provide broad surveys of particular countries and also more intensive study of the ideas and institutions of particular periods.

135A Nineteenth-Century Germany (4)

135B Twentieth-Century Germany (4)

135C British Traditions: Ideas and Institutions from the Restoration through the Victorian Age (4)

135D British Traditions: Ideas and Institutions in the Twentieth Century (4)

135E-F Russia (4-4)

See also History 132A-B-C.

135G Modern Spain: Liberalism, Ideology, and Dictatorship (4)

135H Special Studies (4)

Edwardian Society, England, 1901-1914; German Society in the Eighteenth Century. May be repeated.

**Latin American History****153 History of Mexico**

A social and cultural history from pre-Columbian civilization through the emergence of a colonial society with European institutions; independence and the search for stability; the Revolution of 1910 and the development of revolutionary social programs.

153A Mexico: Indian and Colonial Societies (4)

153B Mexico: National Period (4)

153C Special Studies (4)

May be repeated.

**American History****160 The Development of the American Nation**

The growth and development of a distinctively American society out of the colonial heritage, with emphasis on the social and economic bases of culture and politics, sectionalism, industrialization, and the U.S. as a world power.

160A Colonial America (4)

160B The American Revolution and the New Nation (4)

160C Civil War and Reconstruction (4)

160D The Age of Industry (4)

160E U.S. in the Twentieth Century (4)

**161 American Political and Constitutional History**

161A Structure and Development of American Politics (4)

- 161B **The Supreme Court and Social Change (4)**
- 162 **American Social and Economic History**  
These courses focus on race, class, ideology, modernization, and reform movements, with special emphasis on social process and social stratification.
- 162A **Race, Class, and Modernization: The South (4)**
- 162B **Race, Class, and Modernization: California (4)**
- 162C-D **Limits of Reform in Modern America (4-4)**
- 162E **Special Studies (4)**  
The 'new' social history, stressing families, urban and rural society, occupational and geographic mobility. May be repeated.
- 163 **American Intellectual and Cultural History**  
Analysis of the ideas, belief-system, and values apparent in the nation's past.
- 163A **Puritanism and the Enlightenment (4)**
- 163B **Transcendentalism and Civil War Crisis (4)**
- 163C **Pragmatism – The Lost Generation and the Old and New Left (4)**
- 163D **American National Character (4)**
- 164 **The History of American Foreign Relations**  
Studies of the evolving relationship between America and the world, with emphasis on the use and abuse of power.
- 164A **America's Emergence to World Power (4)**
- 164B **America and the Communist World Since 1917 (4)**
- 164C **Imperialism in American History (4)**
- 165 **Regional Studies in American History**
- 165A **The Ante-bellum South (4)**
- 165B **The Post-bellum South (4)**
- 165C **The Southwest (4)**
- 165D **California in Modern America (4)**

### **Comparative History**

- 180 **Topics in Comparative and Social History**  
These courses provide an opportunity for intensive study of certain problems and concerns arising out of the Department's core course, "The Formation of Modern Society."
- 180A **War and Social Change: Germany, Britain, America (4)**
- 180B **Science in Different Cultures (4)**
- 180C **America in World Perspective (4)**
- 180D **The Military-Industrial Complex in Comparative Perspective (4)**
- 180E **The Family and Industrialization (4)**
- 180F **Comparative Industrialization (4)**
- 180G **Birth of the Nuclear Age (4)**
- 180H **Studies in Comparative Urban History (4)**  
Topics covered will include: social structures, police, crime, high society, entertainments, popular culture, and pollution. May be repeated.

Also, we wish to call attention to the following courses, all of which are concerned with either comparative history, social history, or the history

of modernization: 120B-C-D, 121B, 130A-B, 160D, 162A-B-C-D-E, and 164D.

### Senior Studies and Special Programs

The Senior Project forms the heart of the student's experience of historical study. Students should prepare for it by consulting their advisors on preparatory sequences, especially the "Special Studies" colloquia and their relationship to lecture-discussion courses and independent study units.

**190A-B Senior Project (4-4) 190A (F, W), 190B (W, S)**  
Graded "IP."

**195 Special Studies for Secondary School Teachers (4-4) F, W**

**197 Special Projects (4-4-4) F, W, S**  
By consent.

**198 Experimental Group Study (4-4-4) F, W, S**  
By consent.

**199 Independent Reading (4-4-4) F, W, S**  
By consent.

### GRADUATE COURSES IN HISTORY

In addition to the following courses, graduate students in History might find these Humanities courses of special interest: Humanities 210 (Topics and Methods in Linguistics), Humanities 220 (Literary Theory), and Humanities 230 (Philosophical Analysis).

#### History and Theory

**200A-B-C History and Theory (4-4-4) F, W, S**

An introduction to the role of theory in historical writing, focusing on several major theorists, their relation to their setting, the structure of their thought, and its application to significant historical issues. History 200A same as Humanities 200.

#### Colloquia

**210A-B-C The Literature and Interpretations of Ancient History (4-4-4)**

Study of the historiography of Antiquity (Ancient Near East, Greece, and Rome to A.D. 395). Analysis of selected problems, interaction of philology and social thought, and directions of contemporary research. Emphasis on the development of interpretations through scholarly dialogue.

**220A-B-C The Literature and Interpretations of Early-Modern Europe (4-4-4)**  
F, W, S

First quarter: Political; second quarter: Social/Economic; third quarter: Intellectual/Cultural.

**230A-B-C The Literature and Interpretations of Modern European History (4-4-4) F, W, S**

First quarter: 1789-1850; second quarter: 1850-1914; third quarter: 1914-1945.

**260A-B-C The Literature and Interpretations of American History (4-4-4) F, W, S**

First quarter: The Seventeenth and Eighteenth Centuries; second quarter: The Nineteenth Century; third quarter: The Twentieth Century.

### Seminars

280A-B-C Seminar in Socio-economic History (4-4-4) F, W, S

281A-B-C Seminar in Political History (4-4-4)

282A-B-C Seminar in Intellectual-cultural History (4-4-4) F, W, S

283A-B-C Seminar in International History (4-4-4) F, W, S

### Special Studies

290 Special Topics (4-4-4) F, W, S

Lectures, readings, and discussion on subjects more limited in scope than those included in the year-long colloquia.

291 Directed Reading (4-4-4) F, W, S

By consent.

295 Special Methods (4-4-4) F, W, S

Courses designed to develop particular research skills.

298 Experimental Group Study (4-4-4) F, W, S

Open to four or more students. By consent.

299 Directed Research (4-4-4) F, W, S

By consent.

398 Teaching History (4)

An examination of the problems and challenges involved in successfully introducing history to students. The course will include practice in lecturing and discussion as well as experimentation with more radical teaching techniques.

399 University Teaching (4-4-4) F, W, S

A course required of and limited to Teaching Assistants.

## Special Programs in the Humanities

### UNDERGRADUATE MAJOR IN HUMANITIES

A student who is a major in the School of Humanities is not necessarily the same as a student who is a major in Humanities. The major in Humanities is only one of the options available to a student who wants to major in the School of Humanities. As such, the major in Humanities is on a par with the major in Spanish, the major in Classics, the major in Linguistics, etc. The major in Humanities accommodates students who want to organize their undergraduate education around a humanistic perspective on a topic, a field, or a problem which is interdisciplinary in scope (e.g., Literature and Politics in Twentieth Century America; Social and Religious Thought in the Age of the Reformation). The student enters the program at the end of the sophomore year and, in consultation with the Humanities Major Committee, devises an individually tailored set of "major requirements," not all of which need be offered in the School of Humanities. The Committee will assign an advisor on the basis of the student's own preference. At the end of the senior year the student will prepare, under the advisor's supervision, a long paper in the area of the special major. A student majoring in the Humanities

must also meet the regular School, UCI, and University requirements for graduation. (See p. 28 and p. 170.) Inquiries by third-quarter sophomores should be addressed to Chairman of the Humanities Major Committee, c/o the Associate Dean for Undergraduate Study.

The following set of courses has no necessary relation to the undergraduate major in Humanities. The courses are, of course, open to any UCI student. Humanities 1A-B-C is required for the major in Humanities, as it is a requirement of any student majoring in the School of Humanities. Also, Humanities 199 is required of any undergraduate in the School who elects a major in Humanities.

## UNDERGRADUATE COURSES IN HUMANITIES

### **Humanities 1A-B-C The Humanities Core Course (8-8-8) F, W, S**

A sequence required of all Humanities majors and to be taken in the freshman year. From year to year different problems of mutual concern to the various humanistic disciplines are taken up, with emphasis placed on the careful reading of certain major texts that bear on these problems and on the development of the ability to think clearly and write well about the issues they raise. A writing program is an integral part of the course.

### **Humanities 50 Education as Exploration (4)**

While referring to solutions advocated by various classics and contemporaries, the course fosters an exploratory attitude concerning such issues as: can knowledge be viewed as a corpus; the notion of classic; the uses of the university; travel as learning.

### **Humanities 75 Biblio Strategy (2) F, W, S**

Development of search strategy techniques relevant for library research at UCI and other academic institutions, with emphasis on application of these techniques to individual research interests. Recommended, but not limited, to students with assigned papers for other classes.

### **Humanities 93 Careers for Humanities Students (1)**

The course is designed to help students understand and evaluate careers available to them, and to explain occupational and educational trends so they can plan course work to meet career goals.

### **Humanities 101A-B-C Undergraduate Humanities Colloquia (4-4-4) F, W, S**

Offered in various subjects of an interdisciplinary nature, generally for juniors or seniors. May be repeated when subject changes.

### **Humanities 197 (varying credit) F, W, S**

Individually arranged field study.

### **Humanities 198 (varying credit) F, W, S**

Directed group study on special topics.

### **Humanities 199 (varying credit) F, W, S**

Directed research for senior majors in Humanities.

## PH.D. WITH INTERDISCIPLINARY EMPHASIS IN HUMANITIES

The School of Humanities offers no degree called the Ph.D. in Humanities. Some Ph.D. students in regular programs in the School may elect an interdisciplinary modification of their degree with the permission of the departments or programs concerned. Such students will do about 60% of their graduate work in a major field and about 40% in one or

more minor fields. At least one of the student's courses will be in the Humanities series 200-230. Those interested in an interdisciplinary degree should contact the Associate Dean for Graduate Study or the Graduate Advisor in their major department.

## **GRADUATE COURSES IN HUMANITIES**

Graduate courses in Humanities are under the direction of the School's Associate Dean for Graduate Study.

These courses are designed for all graduate students in the School of Humanities, with the exception that students in philosophy may not count Humanities 230 as part of their degree program.

Humanities 200, 210, 220, and 230 introduce study in four disciplinary areas, either to students planning a degree in history or one of the literature departments or to those seeking familiarity with disciplines other than their own.

### **Humanities 200 The Nature and Theory of History (4) F**

An introduction to various approaches to historical inquiry. The course deals with speculative and critical history, as well as analytical history. Same as History 200A.

### **Humanities 210 Approaches to Linguistic Study (4) S**

A study of linguistic theories and methods of language description, linguistic structure, language change, typology of grammars, theories of meaning. For the student unfamiliar with the basic principles of linguistics. Same as Linguistics 210.

### **Humanities 220 Literary Theory (4) F**

An introduction to the role of criticism and aesthetics in literary study for beginning graduate students. Readings from continental, English, and American theorists. Same as CR 220A.

### **Humanities 230 Philosophical Analysis (4)**

An introduction to the fundamentals of philosophical analysis through the application of techniques to selected problems in the various "fields" of philosophy: ethics, philosophy of science, political philosophy, aesthetics, philosophy of religion.

### **Humanities 291 (4) F, W, S**

Under this number the School offers a group of seminars and colloquia in interdisciplinary topics or in topics in a particular discipline that are designed for study by students in other disciplines.

### **Humanities 399 University Teaching (4-4-4) F, W, S**

A course required of and limited to Teaching Assistants.

## **Language Laboratory**

The Language Laboratory offers courses in a number of modern languages on a self-instructional basis. These courses are typically numbered K1A, K1B, and K1C, offered in three one-quarter sequences. The bulk of the work is done in the Language Laboratory with prerecorded dialogues, grammar drills, and cultural units, accompanied by student

textbooks and workbooks. Each student is expected to attend the Language Laboratory a minimum of one hour daily. The students, working at their own pace, are then examined on a regular weekly basis in one or more live contact hours with UCI faculty proficient in the given language. Even though these are basically self-instructional courses, students can receive full credit and will be given recorded grades by the testing teams on the termination of each quarter's work.

The courses offered by the Language Laboratory are:

Dutch K1A, K1B, K1C; ESL (English as a Second Language) K1A, K1B, K1C; Hebrew K1A, K1B, K1C; Spanish K1A, K1B, K1C; Swahili K1A, K1B, K1C; Fundamentals of Non-Indo-European Languages K1A, K1B, K1C.

These are typically run in the normal sequence of fall, winter, and spring. However, students are allowed to pace themselves either more rapidly or more slowly as their time and talents permit.

## Program in Linguistics

Linguistics is a field of study with potential relationships with several disciplines concerned with language. Because of these various possibilities in emphasis and because linguistic studies are on the edge of territory as yet unexplored and therefore without precedent, the linguistic group in the School of Humanities has formulated programs which are highly flexible.

Students are encouraged to enroll in linguistic courses with varying perspectives and counsel with faculty across schools and departments. Students obtaining a B.A. in Linguistics are expected to have some awareness of linguistic work beyond their own specialization.

The requirements of the program are designed to provide guidelines sufficient to give direction; each student's program will be an individual development between the student and the discipline. Although the program is suggested for those students who are primarily interested in the emphasis of language in their linguistic studies, students who have innovative ideas for courses of study that would not follow this general plan, may propose these plans to their advisors and petition for a change in the requirements. It is assumed that this would occur after finishing the core courses (Linguistics 50, 101, 102, 103).

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: See page 170.

#### Program Requirements

1. Linguistics 50, 101, 102, 103.

2. Four additional upper-division courses in linguistics such as: Psycholinguistics; Sociolinguistics; Anthropological Linguistics; Mathematical Linguistics; Philosophy of Language; Field Methods; Formal Grammars; Semantics; Linguistics and Poetics; History of the English, French, German, Russian, or Spanish language; Logic; and others as offered from time to time which are linguistically oriented. Note that these are offered in other Schools, particularly by the School of Social Sciences, the Program in Comparative Culture, and the Department of Information and Computer Science.
3. Three courses beyond 2C in a single foreign language.
4. One of the following:
  - (a) three courses in a non-Indo-European language, or
  - (b) three courses in Latin or Greek.
  - (c) one year each of any two languages other than the above.

In the case of a student taking Greek or Latin beyond 2C to fulfill requirement 3., three courses of a modern foreign language must be substituted to fulfill this requirement. Students may also elect to major in one of the foreign languages with a linguistics emphasis. Consult program requirements in Classics, French, German, Russian, and Spanish.

### FACULTY OF THE PROGRAM IN LINGUISTICS

- Howard A. Appel, M.S. University of Washington, *Supervisor of Teacher Education – Foreign Languages, Lecturer in French*  
Richard Barutia, Ph.D. University of Texas, *Professor of Spanish*  
Peter Colaclides, Ph.D. University of Athens, *Professor of Classics*  
Peter W. Culicover, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Social Science*  
Mary Ritchie Key, Ph.D. University of Texas, *Associate Professor of Linguistics*  
Tracy D. Terrell, Ph.D. University of Texas, *Assistant Professor of Spanish*  
Owen P. Thomas, Ph.D. University of California, Los Angeles, *Professor of Linguistics and Education*  
Bernard Tranel, Ph.D. University of California, San Diego, *Assistant Professor of French*  
Wilfried Vogt, M.A. University of California, Berkeley, *Acting Assistant Professor of German and Linguistics*

### COURSES IN LINGUISTICS

Note: Course formerly called Linguistics 40 is now offered as English 40.

#### 50 Introduction to Linguistics (4) F, W, S

Beginning course surveying the scope of linguistics. Linguistic analysis and language structures illustrated by languages from many areas of the world. (Linguistics 50 and Social Science 3 may not both be taken for credit, but

either satisfies the prerequisite for upper-division courses in linguistics or social science.)

- 101 Linguistic Analysis I: Articulatory Phonetics, Phonology, and Morphology (4)**  
Practice in the transcription of phonetic phenomena in various languages of the world. Phonological and morphological analysis of data from a wide variety of languages. Prerequisite: Linguistics 50 or equivalent.
- 102 Linguistic Analysis II: Syntax, Semantics, and Linguistic Theory (4)**  
Methods of analysis on utterances larger than the word. These include phrase types and clause types, as well as sentences. Recent developments and major problems in syntactic and semantic theories. Prerequisite: Linguistics 50 or equivalent; same as Social Science 141A.
- 103 Linguistic Change and Language Comparison (4)**  
An introduction to the methods of historical analysis of language. The classification of languages and aspects of language change studied by internal reconstruction and the comparative method. Prerequisite: Linguistics 50 or equivalent.
- 115 Theories of Second Language Acquisition (4)**  
How is the second language acquired? Is there any one method of teaching or learning that is better than another? Is a method necessary at all? How does competence in one language affect competence and performance in another? Prerequisite: Linguistics 50 or Social Science 3 or equivalent.
- 135 Philosophy of Language (4)**  
Same as Philosophy 135. Selected topics in Philosophy of Language such as Reference and Speech Act theories and theories of meaning. Prerequisite: Philosophy 50 or equivalent.
- 150 Studies in Linguistics (4-4-4)**  
Topic varies depending upon availability and interest of faculty.
- 151 Phonological Analysis (4)**  
Continuation of Linguistics 101. Phonological theory and problems in the analysis of linguistic data from a wide variety of languages. Prerequisites: Linguistics 50 and 101.
- 163 Semantics and Linguistic Theory (4)**  
Analysis of various proposals for the treatment of semantics in an integrated linguistic theory. Prerequisite: Linguistics 50, 102, or equivalent.
- 170 Sociolinguistics (4)**  
Sociolinguistic varieties of language examined from different points of view: geographical, temporal, and cultural. Same as Social Science 180J.
- 171 American Dialects (4)**  
Varieties of American English: geographical, social, and stylistic variation. Prerequisite: Linguistics 50; Linguistics 101 recommended.
- 173 Phonological Theory (4)**  
Bloomfieldian and post-Bloomfieldian phonemics; Prague school; generative phonological theories. Current issues: rule ordering, abstractness, etc. Prerequisites: Linguistics 50, 101.
- 175 Paralanguage and Kinesics (4)**  
Channels of nonverbal communication which correlate with speech. Extra-speech sounds and body movements. Same as Social Science 180K.
- 190 Directed Reading (4)**
- 199 Individual Study (4)**

**200 Studies in Linguistics (4)**

Topic varies depending upon availability and interest of faculty.

**250A-B Romance Linguistics (4-4)**

Historical development of modern Romance languages from Vulgar Latin.

Taught in English. Prerequisites: fundamentals of Latin; knowledge of French, Spanish, or Italian.

## **ADDITIONAL LINGUISTICS COURSES**

### **Classics**

Full undergraduate offerings in Greek and Latin.

### **English**

English 181 The Structure of English (4)

English 184 History of the English Language (4)

English 187 Selected Topics in English Linguistics (4)

English 200 Selected Topics in English Linguistics (4)

### **French**

French 11 Phonetics (4)

French 131 Senior Seminar in Linguistics (4)

French 200 Selected Topics in French Linguistics (4)

French 201 History of the French Language (4)

French 202 Contrastive French Phonology (4)

French 203 Contrastive French Morphology and Syntax (4)

French 208 Stylistics (4)

### **German**

German 100C Contrastive Phonetics of German and English (4)

German 180 Structure and History of the German Language (4)

German 220 Selected Topics in Germanic Linguistics (4)

### **Humanities**

Humanities 200 Topics and Methods in Linguistics (4)

Humanities 291 Linguistics and Poetics (4)

### **Philosophy**

Philosophy 135 Philosophy of Language (4)

### **Russian**

Russian 200 Selected Topics in Russian Linguistics (4)

### **Spanish**

Spanish 11 Contrastive Phonetics of Spanish and English (4)

Spanish 187 Selected Topics in Spanish Linguistics (4)

Spanish 200 Selected Topics in Spanish Linguistics (4)

Spanish 201 History of the Spanish Language (4)

Spanish 204 Transformational Grammar (4)

Spanish 205 Spanish Dialectology (4)

Spanish 250A-B Romance Linguistics (4-4)

## Social Science

Social Science 3 Introduction to Cognitive Linguistics (4)

Social Science 50A Acquisition of Language (4)

Social Science 141A Introduction to Syntax (4)

Social Science 141B Formal Models of Linguistics (4)

Social Science 142A Introduction to Psycholinguistics (4)

Social Science 142B Language and Thinking (4)

Social Science 142C Project and Child Language (4)

# Department of Philosophy

Philosophy addresses itself to questions that arise insistently in every area of human experience and in every discipline within the University. Each discipline inevitably poses problems concerning the nature of the standards appropriate to it and the place of its subject matter within the total framework of human knowledge. If we are to understand science or art or literature, or such human practices as morality and religion, we are bound to address ourselves to philosophical issues relating to their nature, the uses of reason appropriate to them, and the contributions they make to our understanding and appreciation of ourselves and the world in which we live.

## UNDERGRADUATE PROGRAM

Instruction in philosophy relies essentially upon discussion in which students are active participants. Wherever possible, therefore, classes are severely limited in size in order to permit sustained dialogues between student and instructor.

Some of the courses offered are of general interest to all students. Others are designed to explore issues that arise in selected and special disciplines. Among these are courses in the philosophy of science and of art. The staff should be consulted for advice about courses best suited to the specialized needs of particular students.

The program of course offerings is also designed for those majors in philosophy whose intention may be either to enter some professional school upon graduation (e.g., law) or to engage in graduate work in philosophy.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: See page 170.

### **Departmental Requirements**

Philosophy 20A-B-C, 50. Two of the following: Philosophy 100A-B, 110A-B, 115A-B. Two additional quarter courses from Philosophy 101-199.

### **GRADUATE PROGRAMS**

Students are encouraged to seek the counsel of any and all members of the Department whose recommendations the student would deem helpful. It is hoped that there will be a close intellectual relationship between graduate students and professors in order to provide the students with optimum conditions for philosophical development and to expedite their progress toward advanced degrees. In addition, the Department sponsors a series of colloquia each year. Participation in these colloquia is an important part of the graduate student's training.

#### **Master of Arts in Philosophy**

There is no list of courses required for the M.A. degree. The M.A. program in Philosophy minimally takes one year. The student may elect to follow either of the following routes to the degree: write a thesis on a subject to be chosen on consultation with an advisor and defend the thesis in an oral examination, *or* satisfy the Logic and Portfolio requirements for the Ph.D. (see below). Please refer to the Graduate Division section for information on the minimum number of courses required for the M.A. degree.

Application for admission to candidacy for the M.A. degree is not automatic, but requires formal application to the Dean of the Graduate Division via the Philosophy Department Office. Application must be made with the recommendation of the Philosophy Department and should take place at the beginning of the quarter in which the student is expected to complete the requirements listed above.

#### **Doctor of Philosophy in Philosophy**

There is no set number of courses required for the Ph.D., thus allowing course work to be tailored to the individual student's needs and interests. However, as a prerequisite for the Ph.D. degree, every student is required to have some experience in teaching.

The Ph.D. program is designed to take four years for the normally qualified student. In exceptional cases it may be possible to obtain the degree within three years. A Master's degree is not a prerequisite for the Ph.D. The requirements for the Ph.D. degree are as follows:

**Tools of research**, to be satisfied by demonstrating proficiency in a single appropriate foreign language\* *or* by passing with a grade of B or

---

\*The foreign language examinations are administered by the Department of Philosophy. They are two hours in length and consist of translating, with the aid of a dictionary, passages from two authors. Students wishing information as to courses to prepare them for these examinations and dates when these examinations will be given should consult the Philosophy Department Office, 500 Humanities Office Bldg. (833-6526).

better five to six courses at the graduate level in a discipline or disciplines outside of the Philosophy Department. Approval for the latter alternative will be granted by the Department only if, in its judgment, the courses form an integrated unit in light of the student's research interest.

**Logic**, to be satisfied by passing Philosophy 152 with a grade of B or better *or* by passing an examination on equivalent material upon petition. (The Department must grant the petition; it is required in order to allow the Department sufficient time to prepare the examination.)

**Portfolio** of papers representing the student's best work in philosophy. The papers may be, or may be based upon, essays written for course work. The topics of the papers will range over a number of fields in philosophy as well as over at least three of the following historical periods: Ancient, Medieval, Early Modern, Kant and Nineteenth Century, and Twentieth Century. Examples of fields in philosophy are metaphysics, epistemology, ethics, political philosophy, philosophy of religion, philosophy of science, aesthetics, and so on. Papers will be evaluated by the faculty for the purpose of determining whether or not the student is ready to seek admission to candidacy.

**Admission to candidacy and the writing of a thesis.** Upon successful completion of the above requirements, the student will apply for admission to candidacy for the Ph.D. degree by filling out the appropriate forms and returning them to the Philosophy Department Office. A Candidacy Committee including one or two members from an academic area outside of Philosophy is then appointed by the Graduate Council. This Committee administers an oral examination to determine whether the student is qualified to begin work designed to lead to the completion of a thesis.

Upon passing this oral examination, the student becomes a candidate for the Ph.D. degree and will be assigned to the Doctoral Committee by the Graduate Council. The Doctoral Committee then supervises the student's further course work and research, as well as the actual writing of the doctoral thesis.

**The defense of the thesis.** At a suitable point during the development of the thesis, the Doctoral Committee administers an oral examination, the focus of which is the content of the thesis itself. If at all possible, this examination will be given while the student is still in residence.

## PHILOSOPHY FACULTY

Gerasimos Santas, Ph.D. Cornell University, *Professor of Philosophy and Chairman of the Department*

B. Jill Buroker, Ph.D. University of Chicago, *Assistant Professor of Philosophy*

Kit Fine, Ph.D. Oxford University, *Associate Professor of Philosophy*

Richard Holzman, Ph.D. Johns Hopkins University, *Assistant Professor of Philosophy*

- Joseph F. Lambert, Ph.D. Michigan State University, *Professor of Philosophy*  
 A.I. Melden, Ph.D. University of California, Berkeley, *Professor of Philosophy*  
 Nelson C. Pike, Ph.D. Harvard University, *Professor of Philosophy*  
 Guy J. Sircello, Ph.D. Columbia University, *Associate Professor of Philosophy and Associate Dean for Undergraduate Study, School of Humanities*  
 David W. Smith, Ph.D. Stanford University, *Assistant Professor of Philosophy*  
 William Ulrich, Ph.D. Cornell University, *Assistant Professor of Philosophy*  
 Peter Woodruff, Ph.D. University of Pittsburgh, *Associate Professor of Philosophy*

## UNDERGRADUATE COURSES IN PHILOSOPHY

### 5 Problems of Philosophy (4-4-4) F, W, S

This course varies in content and structure from quarter to quarter. A central aim is to introduce students to certain basic philosophical problems and concepts, methods, and techniques, with an emphasis on both discussion and writing.

### 7 Introduction to Phenomenology and Existentialism (4) F

Introductory study of phenomenology and existentialism: their doctrines, their connections and disconnections, philosophical backgrounds, contributions to traditional disciplines, e.g., metaphysics, epistemology, ethics, and to other disciplines, e.g., psychology, social science, literature, religion.

### 15 Introduction to Ethics (4) W

Studies of selected writings from the history of ethics. Problems dealt with include the nature of the good life and the moral justification of conduct.

### 20A History of Ancient Philosophy (4) F

An examination of the central philosophical themes about man, society, and nature in the Pre-Socratics, Socrates, Plato, Aristotle, Stoics, Epicureans, and Skeptics.

### 20B History of Medieval Philosophy (4) W

The purpose of this course is to introduce the student to the more important thinkers of the Middle Ages (approximately 400-1400 A.D.) and their respective philosophical systems. Prerequisite: Philosophy 20A.

### 20C History of Modern Philosophy (4) S

A study of some major developments in Western Philosophy from Descartes to Kant. Attention is focused on Kant's theory of time and space and on Berkeley's phenomenalism. Readings from Descartes, Leibniz, Locke, Berkeley, Hume, and Kant. Prerequisite: Philosophy 20B.

### 50 Introduction to Logic: The Nature of Argument (4-4-4) F, W, S

The course is divided into three stages. In the first stage the nature and kind of arguments and their connection with inference are discussed. The second stage concentrates on identifying and extracting arguments both in everyday life situations and more technical contexts. The third stage introduces and applies examples of some simple procedures for evaluating arguments.

Unless otherwise specified, one course in philosophy is required as a

prerequisite for each of the following courses. In special cases the requirement may be waived. Inquiries should be directed to the staff.

**100A-B Metaphysics (4-4) W, S**

A study of the nature of reality and existence, dealing with such problems as substance, free will, abstract objects, identity; 100A prerequisite for 100B. No credit given for 100A without completion of 100B.

**110A-B Theory of Knowledge (4-4) F, W**

An examination of the central problems of theory of knowledge: the role of perception in the acquisition of knowledge, the nature of evidence and the distinction between knowledge and belief, and the nature of truth and certainty; 110A is prerequisite for 110B. No credit given for 110A without completion of 110B.

**115A-B Ethics (4-4) W, S**

Selected topics from recent moral philosophy, such as the naturalistic fallacy, the distinction between "is" and "ought," rule and act utilitarianism; 115A is prerequisite for 115B. No credit given for 115A without completion of 115B.

**117 Political Philosophy (4)**

An examination of some of the central problems in political philosophy. Some of the problems treated will be: the justification and limits of legitimate authority; the notion of an ideal state; and the meaning of political liberty and obligation.

**121 Plato (4)**

A discussion of the central subjects in Plato's Dialogues, including Socratic questions, Socratic ethics, Platonic ethics and social philosophy, Plato's theory of ideas, and his views on knowledge and perception, language and art. Lectures and student participation. Prerequisite: Philosophy 20A or consent of instructor.

**122 Aristotle (4)**

The basics of Aristotle's philosophy: his philosophy of language, logic, epistemology, philosophy of nature, metaphysics, ethics, and philosophy of art.

**125 Medieval Philosophy (4)**

This course is intended to familiarize the student with more specific areas of medieval philosophy. To this end, a particular problem, such as that of universals, will be studied in some depth. Prerequisite: Philosophy 20B or consent of instructor.

**126 Continental Rationalism (4)**

A detailed review of representative works of the more outstanding continental rationalists: Descartes, Malebranche, Leibniz, and Spinoza. Prerequisite: Philosophy 20C or consent of instructor.

**127 British Empiricism (4) W**

An examination of the writings of Locke, Berkeley, and Hume with special attention to the problems of substance, perception, and knowledge. Prerequisite: Philosophy 20C or consent of instructor.

**128 Kant (4) S**

Typically a fairly close reading of the first half of the *Critique of Pure Reason*. Prerequisite: Philosophy 20C or consent of instructor.

**129 Hegel (4)**

An intensive and analytical study of selected portions of *The Phenomenology of Mind*. Prerequisite: Philosophy 20C.

**130 Philosophy of Mind (4)**

An examination of such psychological concepts as motive, intention, desire,

memory, intelligence, belief. Prerequisite: Philosophy 50 or consent of instructor.

**132 Phenomenology (4)**

Foundations of phenomenology in Husserl. Backgrounds in Blozano, Frege, Brentano, Meinong, Kant, Descartes. Topics include: phenomenological method, theory of intentionality, meaning, perception, evidence, ego, other persons, intersubjectivity, life-world. Readings primarily in works of Husserl.

**133 Existentialism (4) W**

Detailed study of Heidegger and Sartre, with their backgrounds in phenomenology. Prerequisite: Philosophy 132 or Philosophy 7.

**135 Philosophy of Language (4) F**

A critical exploration of selected topics in Philosophy of Language such as Reference and Speech Act theories and theories of meaning. Prerequisite: Philosophy 50 or consent of instructor.

**140 Philosophy of History (4)**

The analysis of issues such as the relativity of historical knowledge, the place of moral judgments in historical writing, the nature of historical explanation, and the "meaning" of history. Prerequisite: Philosophy 50 or consent of instructor.

**143 The State and the Individual (4)**

An examination of some of the standard issues in social and political theory. Included will be such questions as the concept of human nature, the relationship between the individual and the state and society, human freedom, and revolution. Readings will include Plato, Marx, Mill, and others.

**145 Social and Political Philosophy (4)**

A philosophical probe of the concept of civil disobedience. Attention is focused on the defining features of civilly disobedient behavior with some discussion on the contract theory of the state, the concept of natural law and the Nuremberg Principles. Readings from the works of Plato, Sophocles, Henry Thoreau, Martin Luther King, M.K. Gandhi, Bertrand Russell, and a number of legal commentators such as Harrison Tweed, Charles Black, and Abraham Fortas.

**146 American Philosophy (4)**

This course examines the work of a major American philosopher such as Peirce, James, Dewey, Lewis, Sellars, or Quine.

**150 Intermediate Logic I (4) F**

An intensive introduction to methods of proof in formal logic, covering the standard propositional and quantificational calculi, the theory of identity, and theory of descriptions.

**151 Intermediate Logic II (4) W**

A study of the proof theory and model theory for propositional logic. Prerequisite: Philosophy 150.

**152 Intermediate Logic III (4) S**

A study of the proof theory and model theory for the logic of quantifiers with identity. Prerequisite: Philosophy 151.

**153 Topics in Mathematical Logic (4)**

A selected topic in advanced mathematical logic will be discussed. Typical examples are proof theory, model theory, recursive functions, set theory, combinatory logic. Prerequisite: Philosophy 152 or consent of instructor.

**155 Philosophy of Logic (4)**

An examination of fundamental questions raised by contemporary formal

logic. Topics include the existence and nature of propositions, theory of entailment, descriptions and existential presuppositions. Prerequisite: consent of instructor.

**160 Introduction to Philosophy of Science (4)**

Systematic examination of leading problems in the philosophy of science, for example, the nature of mathematics, explanation, confirmation, and the limits of scientific explanation.

**164 Christian Mysticism (4) W**

A study of classical Christian mysticism with special emphasis on the phenomenological features of mystical experience. Readings from St. Bernard of Clairvaux, St. Teresa of Avila, St. John of the Cross, Julian of Norwich, and others. Some attention will be paid to the relations between Western and Eastern mysticism and to the question of whether mystical experience can be produced with the use of psychedelic drugs.

**165 Philosophy of Religion (4)**

A philosophical inquiry into the nature and existence of God. Attention is focused on the literature of Western mysticism and Judeo-Christian theology. Topics include the phenomenology of religious experience, the attributes of God, and the traditional arguments for and against the existence of a Divine Being. Readings include the works of Rudolf Otto, St. Anselm, St. Thomas, David Hume, William Paley.

**166 Topics in Philosophical Theology (4)**

An intensive examination of one or more traditional problems in the Philosophy of Religion, such as the problem of evil, the argument from design, the concept of omnipotence, etc. Prerequisite: Philosophy 165 (this course may be taken for credit more than once).

**170 Introduction to Aesthetics (4) S**

A systematic presentation and defense of the New Theory of Beauty.

**171 Theory of Art (4) F**

Interpretation and evaluation of one or more metaphysical theories of art by traditional philosophers, e.g., Plato, Aristotle, Kant, Hegel, Schopenhauer, Dewey, or Heidegger.

**175 Philosophy of Education (4)**

Same as Education 175. Theories of education, past and present. The aims and methods of education. The philosophical assumptions about the nature of man and the nature of human knowledge on which theories of education are based.

**180 Contemporary Philosophy (4)**

A selected topic (such as the theory of perception) will be discussed from the analytic point of view, with consideration of the views of contemporary philosophers on the subject. May be repeated for credit.

**190 Topics in Current Research (4)**

**198 Senior Proseminar (4)**

**199 Directed Special Studies (4)**

## GRADUATE COURSES IN PHILOSOPHY

Since seminar and graduate course topics vary with the occasions on which they are offered, they may be repeated for credit. Open to graduate students and upper-division undergraduates by consent of instructor.

In addition to the following courses, graduate students in Philosophy might find these Humanities courses of special interest: Humanities 200 (History of Theory and Analysis), Humanities 210 (Topics and Methods in Linguistics), and Humanities 220 (Literary Theory).

- 200 Seminar in Metaphysics (4)
- 210 Seminar in Theory of Knowledge (4)
- 215 Seminar in Ethics (4)
- 217 Seminar in Political Philosophy (4)
- 220 Seminar in History of Philosophy (4)
- 221 Seminar in Philosophy of Plato (4)
- 222 Seminar in Philosophy of Aristotle (4)
- 228 Seminar in Philosophy of Kant (4)
- 230 Seminar in Philosophy of Mind (4)
- 232 Seminar in Phenomenology (4)
- 235 Seminar in Philosophy of Language (4)
- 250 Seminar in Logic (4)
- 252 Seminar in Set Theory (4)
- 255 Seminar in Philosophy of Logic (4)
- 260 Seminar in Philosophy of Science (4)
- 265 Seminar in Philosophy of Religion (4)
- 270 Seminar Topics in Aesthetics (4)
- 280 Seminar in Contemporary Philosophy (4-4-4)
- 299 Directed Research (4-4-4)
- 399 University Teaching (4-4-4)

A course required of and limited to Teaching Assistants.

## Program in Russian

Russian is a language spoken by 240 million people in the Soviet Union and ranks with English and Chinese as one of the three major world languages. Russian is a language of the Indo-European family and is thus related to English, French, and German. Russian is an infinitely rich language, as is English, and adapts itself well to a variety of styles and genres from lyric love poetry to the seeming harshness and brashness of the futurist poets.

For the first two years the Program in Russian emphasizes a combination of speaking, writing, and reading skills. At the end of the senior year, the student can expect to have attained a rather high level of proficiency in all language skills — reading, writing, speaking, and understanding. By then students will have read a number of selected literary texts — including a fair portion of the significant masterworks — in the original. They will also have familiarized themselves with some of the historical background of the language and with its relation to other

Slavic and European languages. And they will have achieved a reasonable degree of familiarity with the major cultural and social trends in Russian history.

In addition to the regular Russian major with emphasis on language and literature, the Program in Russian offers a modified major with emphasis on linguistics. This major was designed for those students who have no plans to pursue advanced study in Russian literature, while they wish to focus on the study of the structure of Russian viewed within the framework of Slavic and general linguistics.

The Program in Russian also offers a major with an emphasis in Russian civilization, which is geared to the interests of students who do not intend to specialize in Russian language and literature. This emphasis is based upon a multidisciplinary approach (through language, the arts, literature, history, study of institutions) to the rich variety of a culture that both before the Revolution and during the Soviet period has made an important contribution to mankind's heritage and endeavors. Various specializations and challenging new career possibilities in today's world are available to students electing this option.

Students planning to major in Russian should obtain a copy of the brochure "Russian Language, Literature, and Civilization at UCI" from the Office of the Program in Russian.

Students entering UCI with previous training in Russian will be given advanced standing as follows: In general, one year of high school work is equated with one quarter of UCI work. Thus, students with one, two, three, and four years of high school Russian will enroll in Russian 1B, 1C, 2A, and 2B respectively. Exceptions to this ruling can be made but must have the approval of the Program Director. Students with high school training in Russian are encouraged to consult with the Russian staff before enrolling in Russian courses.

## **Requirements for the Bachelor's Degree**

University Requirements: See page 28.

School Requirements: See page 170.

### **Departmental Requirements**

**Russian major with emphasis on literature:** Russian 100A-B-C; 101A-B-C; 151A-B; 160A-B; any two of the following: Russian 155, 180, 181.

**Russian major with emphasis on linguistics:** Russian 100A-B-C; 101A-B-C; two courses from 151A-B and 160A-B; Linguistics 50; 101; 102; 103.

**Russian major with emphasis on civilization:** Russian 1A-B-C; 2A-B-C; 120; 130; 140; 150B; any two of the following: Russian 150A; 151A-B-C; 155; 160A-B; 170; 180; 181; three additional courses in Russian history; Russian/Soviet government or Russian/Soviet studies approved by the Program in Russian.

### Planning a Program of Study

The Program in Russian believes in close consultation with students on academic advising, program planning, and discussion of goals and direction. Students planning to major in Russian with an emphasis in literature or in linguistics are strongly urged to consult with the departmental faculty as early as possible, in order to familiarize themselves with the nature of the various programs.

### Academic Advising

After indicating an intention to major in Russian, the student is assigned to an academic advisor who will help in the task of selecting courses towards the completion of one of the three options open to students majoring in Russian studies at UCI. Special attention is paid to the unique aspects of the Russian field. In particular, students' attention is alerted to the combined academic and career implications and potentialities of these major options.

### Career Opportunities

The major in Russian can lead to the following careers: in education (in high school teaching, or, after appropriate graduate study, on the college and university levels); with the Federal Government (where there are a number of openings in such agencies as the Department of State, Department of Defense, Department of Health, Education and Welfare, the U.S. Information Office, and the Library of Congress for translators and other positions requiring the knowledge of Russian); a career as interpreter or translator with private institutions; various careers in science and technology; library science; communications media (thus, the United States Information Agency's Voice of America offers many opportunities for Russian speakers: research, scriptwriting, editing, translating, and announcing); careers in private business corporations have been paying increased attention to the developing rhythm of contacts with the Soviet Union and are hiring college graduates with a knowledge of Russian.

However, it is not the essential purpose of a major program in Russian language and literature to provide specific vocational skills. The study of Russian literature and civilization is primarily viewed as a valuable component of a liberal education; a knowledge of Russian literature, history, philosophy, and science provides an extremely important instrument for the investigation and appreciation of the modern world.

## RUSSIAN FACULTY

- Guy de Mallac-Sauzier, Ph.D. Cornell University, *Associate Professor of Russian and Director, Program in Russian*
- Michael A. Green, Ph.D. University of California, Los Angeles, *Assistant Professor of Russian*
- Nina Larionoff, Ph.D. University of California, Berkeley, *Lecturer in Russian*
- Helen Weil, M.A. California State University, San Diego, *Lecturer in Russian*

## LOWER-DIVISION COURSES IN RUSSIAN

### 1A-B-C Fundamentals of the Russian Language (4-4-4) F, W, S

The course focuses on reading, comprehension, basic composition and conversation skills, and gives the student an initial exposure to the Russian cultural scene.

### 2A-B-C Second-year Language Study (4-4-4) F, W, S

The student can expect to read simple passages from contemporary Russian literary texts and newspapers. Development of oral skills and exposure to Russian culture continue.

### 12 Scientific and Commercial Russian (4)

Exposes the students to the typical terminology and idiomatic constructions common to natural and social sciences, economics, computer science, technology, commercial correspondence. Representative selections from major scientific publications and technical manuals examined and analyzed. Students trained in the skills of interpreting and translating typical samples of scientific, commercial, and technical prose, and receive individual guidance and training.

## UPPER-DIVISION COURSES IN RUSSIAN

### 100A-B Third-year Language Study (4-4) F, W

A continuation of the second-year program, with added emphasis on oral skills.

### 100C Phonetics and Review Grammar (4) S

A linguistic introduction to the sounds and intonation of Russian. The grammar will concentrate only on some of the more difficult points. Linguistics 50 is a strongly recommended precursor to this course.

### 101A-B Fourth-year Language Study (4-4) F, W

Original literature is read, and conversation and composition are in Russian.

### 101C The History and Development of the Russian Literary Language (4) S

A brief philological introduction, eleventh-twentieth century readings. Modern style will be analyzed from the viewpoint of previous changes in the language.

### 120 Russian Civilization (4) W

Devoted to the definition of Russian culture from the medieval to the modern period, with attention to historical, literary, political, and philosophical interpretations. Based on a multidisciplinary approach.

### 130 Soviet Institutions and Ideology (In English) (4)

An exploration of the historical and Soviet concepts of the state, attention being paid to the reflection of the *res politica* in literary and other documents. The structure of the government and its relation to the Communist Party are discussed. Lectures, readings, and discussions in English.

### 140 Russian Intellectual Thought (In English) (4)

A discussion of major exponents of Russian thought, religious and rationalist. The focus is on the polarity between religious-philosophical trends and radical systems and ideologies (e.g., anarchism, nihilism). Lectures, readings, and discussions in English.

### 150A Russian Literature 1825-1880 (In Translation) (4) F

Reading of selected prose masterpieces, investigating the dilemma of the Russian writer, caught between the demands of art and the function Russian society expected the writer to fulfill. Lectures, readings, and discussions in English.

- 150B Russian Literature and Revolution (In Translation) (4) W**  
 An investigation of twentieth-century Russian and Soviet literature, focusing upon the activity of the radical literary intelligentsia, and the role of the writer in a revolutionary society. Lectures, readings, and discussions in English. Open to freshmen.
- 150C Russian Literature in Translation (4) S**  
 An exploration of a specific period or problem in Russian literature. Lectures, readings, and discussions in English. Topic varies.
- 151A Russian Prose 1800-1865 (In Russian) (4) F**  
 The first course in a three-quarter sequence covering representative examples of Russian fiction. Class discussion conducted largely in Russian.
- 151B Russian Prose 1865-1910 (In Russian) (4) W**
- 151C Russian and Soviet Prose 1910-present (In Russian) (4)**
- 155 Russian Stage and Film Drama in Translation (4) F**  
 The course will trace the development of the Russian theater through the Symbolist drama to Futurism and the post-Revolutionary era. Attention will be paid to the innovation of twentieth-century stage directors, and masterpieces of the Soviet cinema will be viewed and discussed. Open to freshmen. Lectures, readings, and discussions in English.
- 158 Introduction to Slavic Literatures (In Translation) (4)**  
 A comparative discussion of representative texts of Slavic (notably Czech and Polish) literatures, with reference to relevant texts in Russian literature. The focus is on selected major works. Lectures, readings, and discussions in English.
- 160A Russian Poetry of the Golden Age (In Russian) (4) F**  
 A discussion of some of the poetry written before Pushkin, as well as of texts by major nineteenth-century poets.
- 160B Russian Poetry 1880-present (In Russian) (4)**
- 170 Russian Literary Criticism (In Translation) (4)**  
 A discussion of the main trends of literary criticism in Russia, from the "social" school of criticism to the views of Trotsky and the Russian Formalists.
- 180 Tolstoy in Translation (4) W**  
 Topic varies. To be announced. Open to freshmen. Lectures, readings, and discussions in English.
- 181 Dostoevsky in Translation (4) S**  
 Is there existential anguish in Dostoevsky? An examination of his views on the problems of man, justice, and redemption. This course may be taken more than once, if topic changes. Open to freshmen. Lectures, readings, and discussions in English.
- 199 Special Studies in Russian (4)**  
 By consent. May be repeated.
- 200 Selected Topics in Russian Linguistics (4)**
- 220 Studies in Russian Literature (4)**
- 290 Reading and Conference (4)**
- 291 Guided Reading Course (4)**
- 398 Teaching Russian (4) W**  
 An examination of the problems and challenges involved in introducing Russian to students. The course includes practice in lecturing and discussion as well as experimentation with teaching techniques.

399 University Teaching (4-4-4) F, W, S

A course required of and limited to Teaching Assistants.

## Department of Spanish and Portuguese

The main objectives of the program in Spanish and Portuguese are: to develop competence in the ability to understand, speak, read, and write Spanish and Portuguese; to provide through the knowledge of these two languages an understanding and appreciation of their literature and culture.

Students are placed in Spanish courses according to their years of previous study and their grades. In general, one year of high school work is equated with one quarter of UCI work.

All courses in Spanish and Portuguese, unless specifically stated, are taught in the foreign language. First-year courses meet in the classroom four times a week and in the Language Laboratory twice a week. By the end of the first year, students attain mastery of the basic structure of the language and ability to converse on everyday topics as well as to read and write on an elementary plane. Self-instructional courses in both Spanish and Portuguese are also available.

In the second year, emphasis is put on gradually raising the level of the student's ability to read and write. A third-year course of two quarters stresses composition as opposed to translation. Further, a course in phonetics perfects pronunciation, introduces theoretical considerations, and presents historical and dialectal variants. The introductory courses in literature, also in the third year, emphasize the analysis and appreciation of complete literary works by genre rather than the study of many short selections of innumerable authors in an anthology. The courses in Hispanic civilization combine a panoramic overview with a close look at a specific country or topic.

Although no major in Portuguese is offered, advanced literature courses are available.

Students are encouraged to participate in programs of study abroad during the summer and the junior year.

Elected representatives of the undergraduate majors, the graduate students, and the teaching assistants participate with full voting rights in Department meetings.

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: See page 170.

### **Departmental Requirements**

Spanish 10A-B, 11, 101A-B-C-D; 110A, B, or C; Linguistics 50. In addition, each student chooses one of the following four emphases:

**Literature:** Four upper-division courses in literature with a minimum of one in Spanish-American Literature and one in Spanish Literature.

**Linguistics:** Linguistics 101, 102, 103; and any upper-division Spanish linguistics course.

**Culture:** Two courses in Latin-American Literature; Spanish 110A-B-C.

**Bilingualism and English as a Second Language:** One course in Chicano Literature (Spanish 133); two courses in Chicano Culture; a course in Methods of Teaching Bilingualism, either Spanish 100A (multiple subject) or Spanish 100B (single subject), and a course in teaching ESL (Education 140, same as Spanish 100C).

### **Master of Arts in Spanish**

The candidate is expected to have the equivalent of our undergraduate major. The student takes a minimum of eleven courses, eight of which must be graduate courses. Two of the eleven courses must be in linguistics. A maximum of two courses may be transferred from another university, but a maximum of five from another University of California campus. Proficiency (defined as the equivalent of the level attained at the end of course 2C) in a foreign language other than the major language is required. The comprehensive examination, in part written, in part oral, will be based both on a reading list and the courses taken by the students and will also test the students' ability to express themselves correctly in Spanish. No thesis is required. The student may choose an emphasis in literature or linguistics.

### **M.A.T. in Spanish – Extended University**

This program, offered through the Extended University only, is specifically directed at meeting the needs of working credentialed teachers, although others may apply. It seeks to provide a group of modern, relevant courses that will enable teachers to keep abreast of recent developments in their field. It is structured so that working teachers can take courses in late afternoons, evenings, and summers, and may be completed in one academic year and two summer sessions of part-time work. Students may carry up to eight units of credit (two courses) and fees will be one-half those of full-time students. Applicants should have a B.A. in Spanish and should acquire proficiency in a foreign language other than Spanish. The program consists of ten courses (eight of which must be graduate courses) as follows: three courses in Hispanic literature; three courses in Hispanic civilization and literature; three courses in Hispanic linguistics; and one course in Recent Trends in Foreign Language Teaching, to be combined with a curricular research project in the form of a thesis.

## Bilingual/Cross-Cultural Specialist Credential

This is a teaching credential for both high school (single subject) or elementary school (multiple subject). Undergraduates may plan from the beginning to aim for this specialist credential by preparing themselves with a proficiency in the Spanish language.

### Ph.D. in Spanish

The Department of Spanish and Portuguese offers a Ph.D. degree with a major in either Spanish or Spanish-American Literature. The program attempts to integrate period and genre studies with work in literary theory, linguistics, and socio-historical studies. A number of courses outside of the Department are required. We thereby hope to aid in the formation of Ph.D. candidates who are not narrow specialists but scholars acquainted with the various fields that relate to their discipline. We are concerned also with the practical aspects of helping our graduates become good teachers.

The minor field can be Spanish literature, Spanish-American literature, or Spanish linguistics.

### Language Requirements

A reading knowledge of Portuguese and two other languages relevant to the student's area of specialization and subject to the approval of the Department.

### Course Requirements

A minimum of twenty-three courses for the Ph.D. as follows:

Two graduate courses in linguistics, diachronic and synchronic (the students who select linguistics as a minor will substitute two courses in either Spanish or Spanish-American literature); a course in Literary Theory (genre studies, etc.); a course in Methods of Literary Criticism; a course on the sociohistorical context of the period of the student's specialization; a course in Brazilian or Portuguese literature (preferably related to the student's specialization); three courses outside of the department in non-Iberic literatures (preferably related to the student's major with regard to period and genre), or if the minor is Spanish linguistics, three courses in general linguistics and/or non-Iberic literatures; fourteen courses in Hispanic literature, with a minimum of four in the minor area, the rest chosen by the student in accord with the major. (Students with a minor in linguistics will take twelve courses in Hispanic literature, with a minimum of two in the field [Spanish or Spanish-American] not chosen as a major. Ph.D. candidates should take one course in each genre within their area.)

Candidates who have the M.A. degree from another university will be interviewed by two professors representing peninsular and Spanish-American literature, in order to evaluate their past studies in terms of our doctoral program; it is recommended that the student's graduate advisor should be the person likely to direct the doctoral dissertation

and that the choice of dissertation and director be made as early as possible; each Ph.D. candidate will act as an assistant to a professor in an upper-division course in the area of specialization, attending the class regularly and participating in the teaching (it will count as one of the required graduate courses).

### **Teaching**

Since the overwhelming majority of Ph.D. candidates plan to teach, this Department recognizes its responsibility to train them as teachers. Therefore, all candidates for the Ph.D. without previous teaching experience are required to teach one course under supervision in each of three quarters.

### **Comprehensive Examination**

Students are admitted to candidacy if they pass an oral examination administered by a Candidacy Committee appointed by the Graduate Council. The Candidacy Committee is composed of five members, of whom four will be from the Department. The oral examination will be preceded by a written examination as follows:

The examination will consist of four parts according to the area of specialization (Spanish Literature or Spanish-American Literature).

**Spanish Literature Major:** an historical literary period, including all of the genres and the socio-historical context; a genre in all the periods, and the student will demonstrate knowledge of literary theory and methods of literary criticism; the other genres and chronological periods.

**Minor area:** Spanish-American Literature (all genres of the period which corresponds to the major period) or Spanish Linguistics.

**Spanish-American Literature Major:** a literary genre in all the periods, and the student will demonstrate a knowledge of literary theory and methods of literary criticism; an historical literary period, including all of the genres and the socio-historical context; the rest of the genres and periods.

**Minor area:** a period of Spanish Literature (all genres) or Spanish Linguistics. Note: Students whose major area is medieval literature will choose as their minor area a period of Spanish-American Literature or Linguistics.

### **Dissertation**

A dissertation topic will be chosen by the candidate which will normally, but not necessarily, fall within one of the major fields covered by the qualifying examination.

Three faculty members appointed by the Graduate Council constitute the Doctoral Committee which supervises the preparation and completion of the doctoral thesis. The Doctoral Committee supervises a final examination, the focus of which is the content of the doctoral thesis.

Ordinarily, this examination will not be given after completion of the thesis, but rather at an appropriate point during its development.

Such final examination will normally be given while the graduate student is in residence. The Doctoral Committee certifies that a completed thesis is satisfactory through the signatures of the individual Committee members on the title page of the accepted thesis.

## SPANISH AND PORTUGUESE FACULTY

Juan Villegas, Ph.D. Universidad de Chile, *Professor of Spanish and Chairman of the Department*

Richard Barrutia, Ph.D. University of Texas, *Professor of Spanish*

Andrés Díez-Alonso, Ph.D. Indiana University, *Assistant Professor of Spanish*

Lucía Guerra-Cunningham, M.A. University of Kansas, *Acting Assistant Professor of Spanish*

Walter P. Holzinger, Ph.D. University of Toronto, *Assistant Professor of Spanish*

Seymour Menton, Ph.D. New York University, *Professor of Spanish and Portuguese*

Alejandro Morales, M.A. Rutgers University, *Acting Assistant Professor of Spanish*

Héctor Orjuela, Ph.D. University of Kansas, *Professor of Spanish*

Julian Palley, Ph.D. University of New Mexico, *Professor of Spanish*

Zidia Stewart, M.A. Michigan State University, *Lecturer in Spanish and Portuguese*

Tracy Terrell, Ph.D. University of Texas, *Assistant Professor of Spanish*

## COURSES IN PORTUGUESE

### 1A-B-C Fundamentals of Portuguese (4-4-4) F, W, S

Basic grammar, composition, and conversation with an initial exposure to Brazilian culture. No prerequisite.

### 140A-B-C Brazilian Prose Fiction (4-4-4) W, S

A selected study of Brazilian novels from the classical style of Machado de Assis to the regionalist novels of Lins do Rego, G. Ramos, R. de Queiroz, J. Amado. 140C not offered 1975-76. Prerequisite: Portuguese 1C or equivalent.

### 141 Brazilian Civilization (4)

A study of the history and culture of Brazil through sociological and literary works by contemporary authors. Prerequisite: Portuguese 1C or equivalent.

### 142 Brazilian Short Story (4)

Short stories by modern authors written in various levels of language. Prerequisite: Portuguese 1C or equivalent.

### 143 Brazilian Poetry (4)

A selection of Brazilian poets from the romantic period with emphasis on the poets associated with the Modernist Movement of 1922 and the following poetic movements. Prerequisite: Portuguese 1C or equivalent.

### 144 Masterpieces of Portuguese Literature (4)

A selection of the masters of the Portuguese literature. Prerequisite: Portuguese 1C or equivalent.

**145 Brazilian Theatre (4) F**

Readings of Brazilian contemporary plays. Emphasis on the language and customs of the various cultural regions of Brazil. Prerequisite: Portuguese 1C or equivalent.

**150 Modern Brazilian Novel in Translation (4)**

A study of the Brazilian novel from the nineteenth century through the Modernist Movement of 1922 to the contemporary regionalist novels of the Northeast and South of Brazil. No prerequisite.

**LOWER-DIVISION COURSES IN SPANISH**

**1A-B-C Fundamentals of Spanish (4-4-4) 1A (F), 1B (F, W), 1C (W, S)**

Prerequisites: 1A, no previous work in Spanish; 1B, one or two years of high school Spanish; 1C, two or three years of high school Spanish. Only students beginning with 1A at UCI should take both 1B and 1C.

**K1A-B-C Fundamentals of Spanish (4-4-4) F, W, S**

A self-instructional course for highly motivated students who have already studied two years of another foreign language at the college level. Students work at their own speed in the Language Laboratory and are tested twice each quarter.

**2A-B-C Spanish Reading and Composition (4-4-4) 2A (F, W), 2B (F, W, S), 2C (F, W, S)**

Prerequisite: normally three years of high school Spanish or one year college Spanish.

**10A-B Advanced Composition (4-4) 10A (F, W), 10B (W, S)**

Writing compositions on a variety of themes, motivated and prepared in the classroom, and arranged in order of difficulty. Review of selected grammatical topics. Prerequisite: completion of Spanish 2C or equivalent.

**11 Spanish Phonetics (4) F, W, S**

Practical work comparing English and Spanish phonetics. Introduction to Spanish dialectology. Prerequisite: Spanish 2C or equivalent.

**13 Intermediate Conversation (2)**

Prerequisite: Spanish 10B and 11 or equivalent. Limited to ten students.

**UPPER-DIVISION COURSES IN SPANISH**

The prerequisite for all upper-division literature courses is Spanish 101A-B-C-D or equivalent.

**100A Bilingual/Cross-Cultural – Multiple Subject (4) F**

Methods and materials for elementary bilingual classrooms; selection and use of children's literature, games, songs, and folklore; cross-cultural techniques in subject matter presentation; field experience required. Taught bilingually. Same as Education 140A.

**100B Bilingual/Cross-Cultural – Single Subject – Language Arts (4) W**

Concerns oral and written interferences between Spanish and English; practice in various methods of presentation, e.g., the cognitive, audio-lingual, and traditional approaches. Field experience required. Taught bilingually. Same as Education 140B.

**100C ESL for Teacher of Spanish-Speakers (4) S**

Methods and materials for the teaching of English to speakers of Spanish. Contrastive analysis – Spanish interference in English pronunciation and grammar. Techniques for teaching English to different age groups from varied backgrounds; field experience required. Same as Education 140C.

- 101A-B-C Introduction to Spanish Poetry, Theatre, Prose Fiction (4-4-4) F, W, S  
Prerequisite: Spanish 2C or equivalent.
- 101D Masterpieces of Latin American Literature (4) W
- 110A-B-C Hispanic Civilization (4-4-4) F, W, S  
Each quarter will focus on a different country or topic. The content will vary from year to year. May be repeated. Prerequisite: Spanish 10B or equivalent.
- 115 Masterpieces of Spanish Medieval Literature (4)  
Not offered 1975-76.
- 117A-B-C Golden Age Literature (4-4-4) 117B (F), 117C (S)
- 119A-B-C Nineteenth-Century Spanish Literature (4-4-4)
- 120A-B-C Twentieth-Century Spanish Literature (4-4-4) 120C (S)
- 130A-B-C Spanish-American Prose Fiction (4-4-4)
- 131A-B-C Spanish-American Poetry, Theatre Essay (4-4-4) F, W, S
- 133 Chicano Literature (4) F
- 150 Spanish-American Literature in Translation S
- 185 Selected Topics in Spanish Literature
- 186 Selected Topics in Latin American Literature
- 187 Selected Topics in Spanish Linguistics (4)
- 190 Reading and Conference (4) F, W, S  
May be repeated.

## GRADUATE COURSES IN SPANISH

In addition to the following courses, graduate students might find these Humanities courses of special interest: Humanities 200 (Historical Theory and Analysis), Humanities 210 (Topics and Methods in Linguistics), Humanities 220 (Literary Theory), and Humanities 230 (Philosophical Analysis).

- 200 Contrastive Analysis (4) W
- 201 History of the Spanish Language (4)
- 204 Recent Trends in Foreign Language Teaching (4) F
- 205 Spanish Dialectology (4)  
Not offered 1975-76.
- 210A-B-C Medieval Literature (4-4-4)
- 215A-B-C Golden Age Prose Fiction (4-4-4) 215A (F), 215B (W)
- 216A-B Golden Age Lyric Poetry (4-4)  
Not offered 1975-76.
- 217A-B Golden Age Theatre (4-4)
- 219A-B-C Nineteenth-Century Spanish Literature (4-4-4)
- 220A-B Modern Spanish Novel (4-4) 220B (S)
- 221A-B Modern Spanish Poetry (4-4)  
Not offered 1975-76.
- 222A-B Modern Spanish Theatre (4-4) 222A (W)
- 232A-B-C Spanish-American Short Story (4-4-4) F, W, S
- 233A-B-C Twentieth-Century Spanish-American Prose Fiction (4-4-4)

234A-B-C Spanish-American Poetry (4-4-4) F, W, S

235A-B Latin-American Essay (4-4)

236 Selected Topics in Hispanic Civilization (4)

May be repeated for credit.

250A-B Romance Linguistics (4-4)

Not offered 1975-76.

260A-B Seminar in Spanish (4-4) F, W, S

Topic variable.

290 Reading and Conference (4-4-4) F, W, S

291 Directed Reading (4-4-4) F, W, S

299 Dissertation Research (4-4-4) F, W, S

399 University Teaching (4-4-4) F, W, S

A course required of and limited to Teaching Assistants.



*Aerial view of the site preparation, April, 1964.*

# School of Physical Sciences

Everly B. Fleischer  
Dean

The School of Physical Sciences offers both preprofessional training and general education in the Departments of Chemistry, Mathematics, and Physics. The faculty, active in research and graduate education, is at the same time vitally concerned with undergraduate teaching. Curricula of the School are designed to meet the needs of a wide variety of students ranging from those with little technical background who seek insight into the activities and accomplishments of physical scientists to those seeking a comprehensive understanding that will prepare them for creative research in physical science.

Over the course of the past century and a half, physics, chemistry, and mathematics have evolved into interdependent but separate intellectual disciplines. This development is reflected in the departmental structure of the School of Physical Sciences. In the same period, these fundamental disciplines have moved into domains of abstraction unimagined by early scientists. This trend to abstraction with its concomitant increase in understanding of the physical universe provides the major challenge to the student of the physical sciences. Mathematics, physics, and chemistry, while providing the foundation of the technology that dominates contemporary civilization, underlie to an ever-increasing extent the new developments in the biological and social sciences.

In recognition of the contribution students can make to the academic affairs of the School, a variety of responsibilities on School and Departmental committees are given to undergraduate and graduate students.

## Degrees Offered in the School

Chemistry . . . . .	B.A., M.A., Ph.D.
Mathematics . . . . .	B.A., M.A., Ph.D.
Physics . . . . .	B.A., M.A., Ph.D.

## Honors

Criteria used by the School of Physical Sciences in selecting candidates for honors at graduation are as follows: Approximately 1% will be awarded *summa cum laude*, 3% *magna cum laude*, and 8% *cum laude*. Honors are awarded on the basis of a student's performance in research and cumulative grade point average.

## UNDERGRADUATE PROGRAMS

Each department offers courses that are of value to nonmajors and majors in the sciences. The programs for majors are designed to meet

the needs of students planning careers in other fields and of students planning graduate work that continues their major interest. In the belief that understanding and satisfaction follow more from depth than from breadth, the School offers no general survey course. However, each department offers a selection of general education courses having few or no prerequisites. See the departmental listings for descriptions of these courses, e.g., Chemistry 20-22, Mathematics 15-16, and Physics 11-20.

### Planning a Program of Study

Every undergraduate student who has chosen to major in Physical Sciences is assigned a faculty advisor. The identity of this advisor is communicated to the student prior to enrollment or may be obtained from the Office of the Dean or of the appropriate Department Chairman. Students are free to change academic advisors at any time. Each department also has a Chief Academic Advisor who is responsible for interpreting degree requirements and dealing with special advising problems. An academic advising and counseling staff is also employed in the Dean's Office and is available to serve a broad range of student advising needs. In consultation with the advisor the student should plan a course of study leading to a major in one of the departments of the School. In carrying out this major, the student may often concentrate very heavily in a second department within the School or in some other School. Occasionally students choose to pursue a double major. Permission to do so may be sought by a petition submitted to the Office of the Dean of Physical Sciences.

All initial courses of study for majors include mathematics through calculus, and calculus is a prerequisite for much of the upper-division work in each major. A student interested in any of the physical sciences should continue mathematical training beyond these prerequisite courses. Furthermore, students interested in either physics or chemistry will usually include work in both of these subjects in their undergraduate careers.

Students in the School of Physical Sciences may satisfy the UCI breadth requirement by completing the appropriate courses in three schools outside of the School of Physical Sciences, i.e., Schools of Biological Sciences, Fine Arts, Humanities, or Social Sciences. Work completed in Comparative Culture and Social Ecology can apply toward satisfying portions of the breadth requirement only upon approval by the Dean of the School of Physical Sciences. Courses in Engineering and Information and Computer Science may not be used to satisfy the breadth requirement.

Precise and clear expression in written English will be expected in course work in the School. Students found deficient by the School may be required to enroll in appropriate remedial courses.

Students in the physical sciences are urged to acquire a working knowledge of computer programming at an early stage of their university

careers. This can be done by taking Information and Computer Science 1 or Physics 1.

### **Requirements for the Bachelor's Degree**

University Requirements: See page 28.

School Requirements: None (see departmental requirements).

### **GRADUATE PROGRAMS**

A program of course work and research leading to the M.A. and Ph.D. degrees is offered in each of the three departments of the School. The individual programs are described in the following announcements of each department.

# **Department of Chemistry**

## **UNDERGRADUATE PROGRAM**

The major in Chemistry is elected by students planning careers in the chemical sciences and frequently also by those whose interests lie in biology, medicine, earth sciences, secondary education, business, and law. The curriculum of the Department is designed to satisfy the diverse needs of these students and others who may have occasion to study chemistry. The year course in General Chemistry is prerequisite to all study in the Department at more advanced levels and serves also as a thorough introduction to the varied aspects of modern chemistry for students who do not wish to pursue their studies beyond the introductory level. The Organic Chemistry course is required for chemistry majors and for students of the life sciences. Certain more advanced courses required of chemistry majors may also be of particular interest to the latter groups, among others.

The undergraduate program of the Chemistry Department emphasizes close contact with research. Chemistry majors are urged to engage in research under the direction of a staff member.

Much of the important chemical literature is being and has been printed in foreign languages, principally German, Russian, and French. Reading competence in one or more of these languages is desirable, and many graduate schools require the demonstration of such competence as a prerequisite for an advanced degree. Chemistry majors are encouraged to acquire this competence.

Chemistry majors who are interested in teaching chemistry at the secondary level are urged to consult with their advisors and with the Office of Teacher Education early in their undergraduate careers. Chemistry majors who plan subsequent study in medical, dental, or other professional schools should request information concerning admission requirements directly from the schools which they seek to enter. Those intend-

ing to pursue graduate studies in chemistry should discuss their plans with their academic advisors.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

### Departmental Requirements

**Basic Requirements:** Mathematics 2A-B-C, Physics 5A-B-C and 5LA-B-C (or 3A-B-C and 3LA-B-C), Chemistry 1A-B-C and 1LA-B-C, Chemistry 51A-B-C and 51LA-B-C, Chemistry 131A-B-C (or 130A-B-C), Chemistry 151 (or 150). Chemistry 11B-C and 55B-C may be substituted for the corresponding quarters of Chemistry 1 and Chemistry 51, respectively.

**Electives:** Five courses chosen from the elective list below. These must include at least two chemistry courses (Chemistry 180 may be counted no more than once) and at least one of the laboratory courses in the following laboratory course group: Chemistry 152, Chemistry 153, Chemistry 160, Chemistry 170, Physics 150, Physics 151, Physics 152, Physics 153.

**Elective List:** All Chemistry courses numbered 152-263, Bio. Sci. 101F (Biochemistry), Bio. Sci. 101G (Molecular Biology), Bio. Sci. 205A-B (Biochemistry), Bio. Sci. 207 (Molecular Genetics), Physics 111A-B (Classical Mechanics), Physics 112A-B (Electromagnetic Theory), Physics 115 (Statistical Physics), Physics 116 (Thermodynamics), Physics 130 (Quantum Mechanics), Physics 131 (Atomic Physics), Physics 132 (Nuclear Physics), Physics 133 (Solid State Physics), Physics 141 (Modern Optics), Physics 150 (Electronics), Physics 151 (Advanced Lab), Physics 152 (Advanced Lab), Physics 153 (Advanced Lab).

**Scientific Breadth Requirement:** A total of six additional four- or five-unit courses chosen from the offerings of the Departments of Mathematics and Physics and the School of Biological Sciences. (These may be taken on a Pass/Not Pass basis subject to the usual restrictions on Pass/Not Pass enrollment.)

### Planning a Program of Study

The departmental requirements leave the student a great deal of latitude in choice of courses — the student can choose to pursue interests ranging from biochemistry on the one hand to chemical physics on the other. Many of the basic requirements above coincide with those of the School of Biological Sciences, and a double major in Chemistry-Biology does not require much extra course work. The Department is accredited by the American Chemical Society. While it is not necessary, it is desirable for students to pursue a course of study that the American Chemical Society judges to merit a certified degree.

Students should consult with their advisors on courses of study. A certified chemistry major would normally be expected to take Chemistry 1 and 1L, Mathematics 2, ICS 1 or Physics 1, and Physics 5A-B and 5LA-B, plus one elective course per quarter during the freshman year. In the sophomore year the certified chemistry major would normally take Chemistry 51 and 51L, Mathematics 3, Physics 5C-D-E and 5LC-D-E, plus one elective course per quarter. For the junior year Chemistry 131, Chemistry 151, Chemistry 152, and Chemistry 153, plus two elective courses per quarter are recommended. In the senior year the student seeking the certified degree should take Chemistry 215 plus a number of electives, and should also include Chemistry 180 or some other laboratory course in chemistry among these electives. The foregoing program lists explicitly those chemistry courses which most graduate schools would expect their entering chemistry graduate students to have taken. It should be noted that the more biologically oriented student may elect not to take Physics 5D-E and Mathematics 3 to permit more time for coursework in the biological sciences, while the more physically oriented student may choose to take more courses taught in the Mathematics and Physics Departments. Courses listed as electives may be used as needed to satisfy University and departmental requirements. It should be recognized that courses such as Biological Sciences courses which count toward departmental requirements may be used simultaneously to satisfy University requirements if a student so desires. There is no language requirement, but chemistry majors are urged to obtain reading competence in a foreign language through course work.

## GRADUATE PROGRAMS

The Department offers graduate programs leading to the M.A. and Ph.D. degrees in Chemistry. The Ph.D. degree is granted in recognition of breadth and depth of knowledge of the facts and theories of modern chemistry and an ability to carry out independent chemical research demonstrated through submission of an acceptable doctoral dissertation. The M.A. degree may be earned either through submission of an acceptable Master's thesis (Plan I) or through an approved program of graduate course work (Plan II). A Master's degree is not a prerequisite for admission to the Ph.D. program.

All students upon entering the graduate programs are required to take a series of Area Examinations which test the students' competence in the general areas of chemistry, e.g., organic, physical, inorganic, at the undergraduate level. The Area Examinations are designed to ensure a proper fundamental level of preparation for graduate study and are used as a guide in choosing the appropriate program of course work for each entering student.

Students in the Ph.D. program are expected to demonstrate their knowledge of chemistry at the advanced level through satisfactory completion of a series of Cumulative Examinations. These exams, which are normally taken during a student's second year of graduate study, are

designed to encourage the independent study of chemistry through reading of the classic and current chemical literature and attendance at advanced seminars and colloquia. The Cumulative Examinations are given monthly, and a student must pass four exams within a maximum of twelve consecutive attempts to satisfy the requirement.

Following completion of the Cumulative Examination requirement, participants in the Ph.D. program take an oral examination for formal Advancement to Candidacy. This exam normally comes in a student's third graduate year and consists of an oral defense, before a faculty committee, of the student's dissertation research project and a second original research proposition conceived, developed, and documented by the student. The committee may examine the student at this time on any subject it deems relevant to the independent pursuit of chemical research.

Students in the Ph.D. and M.A. Plan I (Thesis) programs are required to complete a minimum of six graduate level courses in chemistry. The M.A. Plan II (Course Work) program requires that the student complete ten graduate level chemistry courses. Graduate students are expected to maintain a grade point average of B or better to remain in good academic standing.

Training in teaching is an integral part of each graduate program, and all graduate degree candidates are expected to participate in the teaching program for at least three quarters during their graduate career.

The most important component of the Ph.D. program is the Doctoral Dissertation, which must describe the results of original research performed by the student under the supervision of a faculty member of the Department. The criterion for acceptability of the dissertation is that its contents be of a quality suitable for publication in a scientific journal of high editorial standards. Each Ph.D. candidate is expected to present the work described in the completed dissertation in a seminar before the Department, following which the candidate will be examined in public on the contents of the dissertation by a committee of the faculty. A Master's thesis presented in partial fulfillment of the requirements for the M.A. under Plan I must also describe the results of a student's original research performed under the direction of a faculty member. However, no public oral defense of the Master's thesis is required.

Residency requirements specify a minimum of six quarters in residence at UCI for Ph.D. candidates and three quarters for M.A. candidates.

The following lists specify requirements for each of the graduate programs offered by the Department of Chemistry.

### **Master of Arts in Chemistry – Plan I (Thesis Plan)**

1. Completion of the Area Examination requirement.

2. Completion of a minimum of six graduate level courses in chemistry (as specified by the Department and excluding Chemistry 280, 290, and 291) with maintainance of an average grade of B or better in all course work undertaken.
3. Completion of the teaching requirement.
4. Completion of three quarters in residence at UCI.
5. Submission of an acceptable Master's thesis.

### **Master of Arts in Chemistry – Plan II (Course Work Plan)**

1. Completion of the Area Examination requirement.
2. Completion of ten graduate level courses in chemistry (excluding Chemistry 290 and 291 and counting Chemistry 280 no more than once) with an average grade of B or better.
3. Maintainance of an average grade of B or better in all course work undertaken.
4. Completion of the teaching requirement.
5. Completion of three quarters in residence at UCI.

### **Doctor of Philosophy in Chemistry**

1. Completion of the Area Examination requirement.
2. Completion of a minimum of six graduate level courses in chemistry (as specified by the Department and excluding Chemistry 280, 290, and 291) with maintainance of an average grade of B or better in all course work undertaken.
3. Completion of the Cumulative Examination requirement.
4. Completion of the Oral Examination requirement for Advancement to Candidacy.
5. Completion of the teaching requirement.
6. Completion of six quarters in residence at UCI.
7. Submission of an acceptable doctoral dissertation.

### **CHEMISTRY FACULTY**

Max Wolfsberg, Ph.D. Washington University, *Professor of Chemistry and Chairman of the Department*

David A. Brant, Ph.D. University of Wisconsin, *Professor of Chemistry*

Don L. Bunker, Ph.D. California Institute of Technology, *Professor of Chemistry*

Marjorie C. Caserio, Ph.D. Bryn Mawr College, *Professor of Chemistry*

Robert J. Doedens, Ph.D. University of Wisconsin, *Associate Professor of Chemistry*

- Everly B. Fleischer, Ph.D. Yale University, *Professor of Chemistry and Dean of the School of Physical Sciences*
- Fillmore Freeman, Ph.D. Michigan State University, *Associate Professor of Chemistry*
- Vincent P. Guinn, Ph.D. Harvard University, *Professor of Chemistry*
- Warren J. Hehre, Ph.D. Carnegie-Mellon University, *Assistant Professor of Chemistry*
- Edward K.C. Lee, Ph.D. University of Kansas, *Professor of Chemistry*
- Robert T. McIver, Ph.D. Stanford University, *Assistant Professor of Chemistry*
- George E. Miller, D. Phil. Oxford University, *Lecturer in Chemistry and Reactor Supervisor*
- Mario Molina, Ph.D. University of California, Berkeley, *Assistant Professor of Chemistry*
- Harold W. Moore, Ph.D. University of Illinois, *Professor of Chemistry*
- Larry E. Overman, Ph.D. University of Wisconsin, *Assistant Professor of Chemistry*
- F.S. Rowland, Ph.D. University of Chicago, *Professor of Chemistry*
- Kenneth J. Shea, Ph.D. The Pennsylvania State University, *Assistant Professor of Chemistry*
- Constance E. Suffredini, M.A. Lehigh University, *Lecturer in Chemistry*
- Robert W. Taft, Ph.D. Ohio State University, *Professor of Chemistry*
- Stanley R. Winter, Ph.D. Stanford University, *Assistant Professor of Chemistry*

## UNDERGRADUATE COURSES IN CHEMISTRY

### 1A-B-C General Chemistry (3-3-3) F, W, S

Lecture, three hours; discussion, one hour. Introduction to the theoretical foundations and practice of modern chemistry. Topics of study: stoichiometry; atomic and molecular structure; properties of gases, liquids, solids, and solutions; chemical equilibrium and thermodynamics; chemical kinetics; periodic properties and descriptive chemistry of the elements. Prerequisites for 1A: high school chemistry; three years of high school mathematics; high school physics is recommended. (Students lacking some prerequisites for Chemistry 1A may be admitted by permission of the Department.) Prerequisites for 1B: passing grades in Chemistry 1A and 1LA. Prerequisites for 1C: passing grades in Chemistry 1B and 1LB. Corequisites for 1A-B-C: concurrent enrollment in the corresponding segment of Chemistry 1L. Concurrent enrollment in calculus will be useful but is not required.

### 1LA-B-C General Chemistry Laboratory (2-2-2) F, W, S

Laboratory, four hours. The course provides experience in the fundamental manipulative aspects of chemistry, and chemical practice and principles are illustrated through appropriately chosen experiments. Prerequisites for 1LA: none. Prerequisites for 1LB: passing grades in Chemistry 1A and 1LA. Prerequisites for 1LC: passing grades in Chemistry 1B and 1LB. Corequisites for 1LA-B-C: concurrent enrollment in the corresponding segment of Chemistry 1.

### 10A-B Elementary Physical Sciences (4-4) W, S

Lecture, three hours; discussion, two hours. This course provides the fundamental concepts and basic methods required for introductory courses in chemistry and physics. Topics covered include units and systems of measurement,

conversion factors, significant figures, experimental error propagation, slide rule use, methods of problem solving, atomic and molecular structure, phase change, solutions, ionization, chemical reactions, stoichiometry, oxidation-reduction, chemical problem solving, concepts such as pressure, volume, temperature, mass, density, force, energy, velocity, acceleration, momentum, heat capacity, electric charge, electric current, and the mole. Prerequisites: none. Note: This course satisfies no requirements other than contribution to the 180 units required for graduation.

#### 11B-C Honors General Chemistry (3-3) W, S

Lecture, three hours; discussion, one hour. Designed for the student with superior ability and preparation. The format and syllabus follow closely those of Chemistry 1, but topics will be developed more extensively. Prerequisite: successful completion of previous quarters of General Chemistry and General Chemistry Laboratory and permission of the Department. Corequisites: concurrent enrollment in the corresponding segment of Chemistry 11L.

#### 11LB-C Honors General Chemistry Laboratory (2-2) W, S

Laboratory, four hours. The course is similar to Chemistry 11B-C but provides greater opportunity for exercise of individual initiative in design and execution of experiments. Prerequisites: successful completion of previous quarters of General Chemistry and General Chemistry Laboratory and permission of the Department. Corequisites: concurrent enrollment in the corresponding segment of Chemistry 11.

#### 20 Scientific Controversy (4) F

Lecture, three hours. The speculations, arguments plus counter-arguments, false leads, and occasional fierce controversies that produce "well-established scientific knowledge" have an intellectual flavor that contrasts sharply with the processes required in learning the details of presently accepted scientific understanding. The nature of the scientific process is examined through study of specific arguments and controversies, both past and current. Current topics such as protective inoculation, pesticides in the environment, fluoridation, and artificial radioactivity have been considered in earlier versions of this course. Specific topics determined at beginning of course. Chemistry 1A-B-C not required.

#### 21 Chemistry of Nutrition (4) S

Lecture, three hours. The chemistry of nutrition is one of the more interesting illustrations and potentially beneficial applications of chemical knowledge. This course will consider the properties, chemical reactions, and biological functions of the forty chemical ingredients known to be essential in the human diet. Class time will be primarily devoted to the discussion and clarification of selected readings; a small amount of laboratory work will be included. Chemistry 1A-B-C not required.

#### 22 Radioactivity and Radiation (4) S

Lecture, three hours. A study of the impact of nuclear science and technology on society. The uses of nuclear energy for electric power generation, transportation, medicine, criminology, and scientific research will be examined. Chemistry 1A-B-C not required.

#### 51A-B-C Organic Chemistry (3-3-3) F, W, S

Lecture, three hours; discussion, one hour. Development of fundamental concepts relating to carbon compounds with emphasis on structural theory and the nature of chemical bonding, stereochemistry, reaction mechanisms, spectroscopic, physical, and chemical properties of the principal classes of carbon compounds. Prerequisites for 51A: Chemistry 1A-B-C and 1LA-B-C. Prerequisites for 51B: passing grades in Chemistry 51A and 51LA. Prerequisites for

51C: passing grades in Chemistry 51B and 51LB. Corequisites for 51A-B-C: concurrent enrollment in the corresponding segment of Chemistry 51L.

**51LA-B-C Organic Chemistry Laboratory (2-2-2) F, W, S**

Laboratory, four hours. The course provides experience in modern techniques of organic chemistry, using selected experiments to illustrate the topics introduced in Chemistry 51A-B-C. Prerequisites for 51LB: passing grades in Chemistry 51A and 51LA. Prerequisites for 51LC: passing grades in Chemistry 51B and 51LB. Corequisites for 51LA-B-C: concurrent enrollment in the corresponding segment of Chemistry 51.

**55B-C Honors Organic Chemistry (3-3) W, S**

Lecture, three hours; discussion, one hour. Designed for the student with superior ability and preparation. The format and syllabus follow closely those of Chemistry 51, but topics will be developed more extensively. Prerequisites: successful completion of previous quarters of Organic Chemistry and Organic Chemistry Laboratory and permission of the Department. Corequisites: concurrent enrollment in the corresponding segment of Chemistry 55L.

**55LB-C Honors Organic Chemistry (2-2) W, S**

Laboratory, four hours. The course is similar to Organic Chemistry 51LB-C but provides greater opportunity for exercise of individual initiative in design and execution of experiments. Prerequisites: successful completion of previous quarters of Organic Chemistry and Organic Chemistry Laboratory and permission of the Department. Corequisites: concurrent enrollment in the corresponding segment of Chemistry 55.

**101A-B Chemistry of Environmental Pollution (4-4)**

Lecture, three hours. The chemistry of air, water, and soil pollution will be examined. The chemical fate of pollutants will be traced from their sources, and remedial alternatives to current pollution patterns will be discussed from a chemical point of view. Prerequisites: Chemistry 1A-B-C and 51A. Not offered 1975-76.

**130A-B-C Physical and Biophysical Chemistry**

Lecture, three hours; discussion, one hour. Prerequisites: Chemistry 1A-B-C, Physics 5A-B or 3A-B-C, Math 2A-B-C. Prerequisites for 130B-C: successful completion of previous courses in the sequence.

**130A Chemical Thermodynamics (4) F**

Classical thermodynamics of pure and multicomponent systems. Development of the conditions of chemical and heterogeneous equilibrium. Multiple equilibria. The properties of solutions.

**130B Chemical Kinetics and Quantum Chemistry (4) W**

Kinetics and mechanism of chemical reactions. The theory of chemical reaction rates. Catalysis. Chemical relaxation. Atomic and molecular energy levels. Chemical bonding. Statistical thermodynamics.

**130C Molecular Structure Determination (4) S**

Same as Biological Sciences 123. Determination of the structure and properties of molecules and macromolecules using spectroscopic, thermodynamic, hydrodynamic, and radiation scattering methods.

**131A-B-C Physical Chemistry**

Lecture, three hours; discussion, one hour. Prerequisites: Chemistry 1A-B-C, Physics 5A-B, Mathematics 2A-B-C. Prerequisites for 131B-C: successful completion of previous courses in the sequence.

**131A Quantum Chemistry and Molecular Structure (4) F**

Development of the principles of chemical bonding, spectroscopy, and molecular structure determination.

**131B Statistical Mechanics and Thermodynamics (4) W**

Development of the fundamental distribution laws, the laws of thermodynamics, and the conditions for chemical and heterogeneous equilibrium.

**131C Chemical Kinetics (4) S**

Development of the principles of kinetic molecular theory of gases, chemical dynamics, and elementary reactions in solution and at interfaces.

**150 Quantitative Chemical Analysis (4) F**

Lecture, three hours; laboratory, seven hours. A terminal course in quantitative chemistry. Theoretical aspects of common methods of analytical chemistry will be treated in lecture and illustrated with laboratory analyses of standard samples. Special emphasis will be given to the interpretation and significance of analytical results and to analytical applications in medical and biological sciences. Prerequisites: Chemistry 1LA-B-C.

**151 Fundamental Methods of Experimental Chemistry (4) F**

Lecture, three hours; laboratory, six hours. For Chemistry majors and others interested in experimental chemistry. Fundamental techniques used in analytical, inorganic, organic, and physical chemistry will be treated in lectures and illustrated with laboratory experiments which extend the student's previous laboratory experience. Emphasis is on providing a firm understanding of the bases of the techniques. Topics include statistical treatment of data, elementary FORTRAN programming, gravimetry, titrimetry, simple material handling technology, separation methods, optical, electrochemical and radiochemical measurements. Prerequisites: Chemistry 1L and 51L.

**152 Advanced Chemical Analysis (4) W**

Lecture, two hours; prelaboratory discussion, two hours; laboratory, five hours. Lectures will treat the modern practice of quantitative and qualitative analysis of real samples. In laboratory experiments, techniques including UV, visible and IR, NMR and atomic absorption spectrometry, gas chromatography, neutron activation analysis, and mass spectrometry will be used for analysis of samples of industrial and environmental origins. Prerequisite: Chemistry 151.

**153 Chemistry Advanced Laboratory (4) S**

Prelaboratory discussion, one hour; laboratory, nine hours. A wide variety of experiments utilizing physico-chemical methods will be offered. The student will have considerable freedom to choose experiments and to suggest experiments. Experiments deal with atomic and molecular spectroscopy, gas and solution kinetics, thermochemistry, and electric and magnetic measurements. As far as possible, experiments will illustrate inorganic and organic applications and may include special preparative methods. Prerequisites: Chemistry 151 and Chemistry 131C (may be taken concurrently).

**160 Qualitative Organic Analysis (4) S**

Lecture, two hours; laboratory, eight hours. Emphasizes modern spectral and chemical methods of identification of organic compounds. Prerequisites: Chemistry 51A-B-C.

**170 Radioisotope Techniques (4) W**

Lecture, three hours; laboratory, four to six hours. Basic theory and practice of production, separation, and determination of radioactive isotopes with emphasis on particular applications in chemistry and biology. Prerequisite: Chemistry 150, or 151, or consent of the Department.

**180 Undergraduate Research (4-4-4) F, W, S**

The student wishing to engage in research for credit should arrange with a member of the staff to sponsor and supervise such work. Prerequisite: consent of a faculty sponsor. May be repeated for credit.

**192 Tutoring in Chemistry (1 to 4 per quarter) F, W, S**

Students may enroll in a section of this course to earn course credit for tutoring associated with the Physical Sciences Peer Tutoring Program or for activities as a student assistant in conjunction with some specific chemistry course. Admission to the course will depend upon demonstration of suitable qualifications and approval of the instructor in charge. Students may take the course for P/NP credit only; the number of units per term (1 to 4) will be determined by the specific activities involved. Prerequisite: permission of the Department. Note: This course satisfies no degree requirements other than contribution to the 180 units required for graduation. No more than 8 units earned in tutoring courses may be counted toward the required total of 180.

**199 Independent Study in Chemistry (1 to 4 per quarter)**

Prerequisite: consent of instructor.

**GRADUATE COURSES IN CHEMISTRY****201 Advanced Organic Chemistry (4) F**

Lecture, three hours. Covers advanced topics in organic chemistry in the areas of synthesis, structural, and physical organic chemistry. Prerequisites: Chemistry 51A-B-C.

**202 Organic Spectroscopy (4) W**

Lecture, three hours. Covers the area of organic spectroscopy including NMR, IR, and visible UV spectra. Prerequisites: Chemistry 51A-B-C.

**203 Organic Synthesis (4) S**

Lecture, three hours. Covers recent synthetic developments and techniques in organic synthesis. The emphasis will be on both synthetic application and mechanistic interpretations. Prerequisites: Chemistry 51A-B-C.

**204 Physical Organic Chemistry (4) S**

Lecture, three hours. Covers three broad areas: structure and spectroscopy, stereochemistry and conformational analysis, and molecular orbital theory and bonding. The emphasis and subjects will vary from year to year. Prerequisites: Chemistry 51A-B-C and 131A-B-C.

**211 Chemical Thermodynamics (4) W**

Lecture, three hours. A detailed discussion of the fundamental principles of chemical thermodynamics will be undertaken. The thermodynamics of single- and multicomponent gas phase and condensed phase systems will be discussed. Prerequisites: Chemistry 131A-B-C.

**213 Chemical Kinetics (4) F**

Lecture, three hours. Surveys gas phase and organic reaction mechanisms and their relationship to kinetic rate laws; treats the basic theory of elementary reaction rates. A brief presentation of modern cross-sectional kinetics is included. Prerequisites: Chemistry 131A-B-C.

**215 Inorganic Chemistry I (4) W**

Lecture, three hours. Principles of modern inorganic chemistry with applications to chemical systems of current interest. Major topics include the nature and properties of the chemical bond, stereochemistry of inorganic compounds, the structures, properties, and reactions of coordination and organometallic compounds, and selected topics from the current literature. Prerequisites: Chemistry 51A-B-C and 131A-B-C.

**216 Inorganic Chemistry II (4) F**

Lecture, three hours. Advanced topics in structural, synthetic, and mechanistic aspects of inorganic chemistry. Emphasis will vary at the discretion of the lecturer. Prerequisites: Chemistry 51A-B-C and 131A-B-C.

**230 Molecular Spectroscopy (4) W**

Lecture, three hours. Theory and techniques of spectroscopy as used for the study of molecular structures and properties. Infrared, Raman, microwave, and magnetic resonance spectroscopy are covered. Prerequisites: Chemistry 131A-B-C.

**231 Quantum Chemistry (4) F**

Lecture, three hours; discussion, one hour. Fundamentals of quantum mechanics will be discussed. The application of quantum mechanics to problems in atomic systems will be considered. Prerequisites: Chemistry 131A-B-C.

**232 Statistical Mechanics (4) S**

Lecture, three hours; discussion, one hour. The fundamental postulates of statistical mechanics will be examined and the formalism of the method developed. Applications to statistical thermodynamic problems of chemical interest, e.g., dilute and real gases, crystals, liquids, solutions, chemical equilibrium will be considered. Prerequisites: Chemistry 131A-B-C.

**233 Nuclear and Radiochemistry (4) W**

Lecture, three hours. Brief introductions are presented to nuclear structure, nuclear reactions, nuclear energy, radiochemical analysis, isotope effects, radiation chemistry, hot-atom chemistry, tracer methods, and nuclear processes as chemical probes. Prerequisites: Chemistry 131A-B-C or consent of the Department.

**234 Advanced Chemical Kinetics (4)**

Variable format. In some years it has been identical with the winter course in Gas Kinetics, which is given periodically for a nationwide audience. On other occasions it has been a cluster of lecture series on various modern kinetics topics. Prerequisite: Chemistry 213 or consent of the Department. Not offered 1975-76.

**235 Molecular Quantum Mechanics (4) S**

Lecture, three hours; discussion, one hour. The application of quantum mechanics to the calculation of molecular properties will be discussed. Attention will be given to the electronic structure of molecules. Prerequisites: Chemistry 231 or equivalent.

**240 Forensic Chemistry (4) W**

Lecture, three hours. Some of the lectures may be presented by practicing criminalists. The application of chemical techniques to the problems of crime investigation will be discussed. Prerequisites: Chemistry 51A-B-C and Chemistry 131A-B-C or consent of instructor.

**251 Special Topics in Organic Chemistry (4)**

Advanced topics in organic chemistry are discussed. The format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

**252 Special Topics in Physical Chemistry (4)**

Advanced topics in physical chemistry are discussed. The format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

**253 Special Topics in Inorganic Chemistry (4)**

Advanced topics in inorganic chemistry are discussed. The format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

**261 Biomolecular Structure (4)**

Lecture, three hours. The structure of biomolecules as determined both in the solid state and in solution will be discussed. Both diffraction and spectroscopic techniques will be discussed. Prerequisites: Chemistry 131A-B-C or Chemistry 130A-B-C. Not offered 1975-76.

**262 Biopolymers in Solution (4)**

Lecture, three hours. The thermodynamics and statistical mechanics of biopolymers will be covered. Both equilibrium and hydrodynamic methods will be discussed. Techniques such as viscosity, sedimentation, osmotic pressure, and light scattering will be covered. Prerequisites: Chemistry 131A-B-C or Chemistry 130A-B-C. Not offered 1975-76.

**263 Biochemical Dynamics (4) S**

Lecture, three hours. This course will discuss enzyme kinetics. A general discussion of multistep kinetics will be covered. Active sites, factors contributing to enzymic catalysis, and chemistry and biochemistry of co-factors will be discussed. Prerequisites: Chemistry 131A-B-C or Chemistry 130A-B-C.

**280 Research (2 to 12) F, W, S**

Organic synthesis, reaction kinetics, radiochemistry, nuclear chemistry, photochemistry, theoretical chemistry, physical organic chemistry, inorganic chemistry, physical chemistry of macromolecules. Prerequisite: consent of the Department.

**290 Seminar (4) F, W, S**

Weekly seminars and discussions on general and varied topics of current interest in chemistry. Prerequisite: graduate standing.

**291 Research Seminar (4)**

Seminars organized for detailed discussion of research problems of current interest in the Department. The format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

## Department of Mathematics

The curriculum in mathematics — from lower-division to graduate courses — is augmented by opportunities for supervised individual study and research, seminars, colloquia, and the mathematics programs at nearby branches of the University of California. It is designed to be compatible with curricular structures at other collegiate institutions in California so as to enable students transferring to UCI to continue their programs of mathematics study.

### UNDERGRADUATE PROGRAM

Undergraduate mathematics courses are of several kinds: (a) courses preparatory to advanced work in mathematics, the exact sciences, and engineering; (b) courses for students of the social and biological sciences; (c) courses for liberal arts students and those planning to enter the teaching field.

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

### Requirements for a Major in Mathematics

These requirements apply to students entering UCI as freshmen in 1972-73 or afterwards.

Upper-division students should consult the departmental advisor to be certain of the requirements applicable to them.

Mathematics 2A-B-C and Mathematics 3A-B-C; twelve upper-division or graduate courses in mathematics including Mathematics 120A-B-C and Mathematics 140A-B-C; three additional courses in chemistry, mathematics, physics, or information and computer science.

### **Planning a Program of Study**

In consultation with their faculty advisors, students planning to major in Mathematics can plan a program of study which will enable them to meet the requirements for the major and at the same time pursue studies directed toward other specific educational objectives such as preparation for graduate school, public school teaching, or biomedical statistics, for example. The Mathematics major normally takes Mathematics 2A-B-C and 3A-B-C the first two years, and the upper-division course requirements during the last two years. However, it is possible and may be appropriate for some students to begin their upper-division course work in the sophomore year. Since only eighteen of the forty-five courses needed for graduation are required to be Mathematics courses, the student has considerable freedom in selecting the remaining twenty-seven courses so as to achieve academic breadth and to satisfy specific educational objectives.

## **GRADUATE PROGRAMS**

Graduate courses are designed to meet the needs of students doing graduate work in mathematics and in those disciplines that require graduate-level mathematics for their study. Among the fields covered are analysis, algebra, functional analysis, geometry and topology, probability and statistics, ordinary and partial differential equations, and mathematical logic.

In addition to formal courses, there are seminars for advanced study toward the Ph.D. in various fields of mathematics. Topics will vary from year to year. Each seminar is conducted by a staff member specializing in the subject studied. Enrollment will be subject to the approval of the instructor in charge.

### **Master of Arts in Mathematics**

The Master's degree programs serve a dual purpose: for some they serve as terminal programs of mathematical education; for others they serve as programs leading to study and research aimed at the Doctor of Philosophy degree. However, a candidate lacking a Master's degree may, upon successful completion of a proper program of study and research, receive the Doctor of Philosophy degree.

The Master's degree is offered under Plans I and II. There are no specific course requirements for the Master's degree. On the other hand, demonstrated competence and knowledge of algebra and analysis are required for this degree. Examinations, written or oral, will be given to determine the relevant preparation of candidates. For Master's candi-

dates, the ability to read the literature of mathematics in one of the foreign languages, French, German, or Russian, is required.

Plan I for the Master's degree requires the equivalent of the successful completion of at least eight courses (at least five at the graduate level), the writing of an acceptable research dissertation, and the passing of examinations (written or oral) designed to test the competence of the candidate in the fields of algebra and analysis.

Plan II for the Master's degree requires the equivalent of the successful completion of at least twelve courses (at least eight at the graduate level) and the passing of examinations (written or oral) designed to test the competence of the candidate in the fields of algebra and analysis.

The residence requirement for the Master's degree consists of full-time registration for three quarters just prior to the granting of the degree. It is possible for a candidate to take leaves of absence between pairs of these three quarters by making formal arrangements with the Graduate Division.

### **Doctor of Philosophy in Mathematics**

The Doctor of Philosophy degree requires successful completion of a program of courses, seminars, and individual study that prepares a candidate for a career in mathematical teaching and research. The student is expected to have both breadth of knowledge, as demonstrated by advanced knowledge and competence in algebra and analysis, and depth of knowledge, as demonstrated by profound familiarity with a well-defined subject in mathematics (e.g., Banach algebras, group theory, operator theory, probability theory, topology, categorical algebra).

There are two general requirements for the Ph.D.: the passing of written and/or oral examinations, and the writing and defense of a dissertation embodying creative research that makes a new and valuable contribution to the field of concentration.

Each candidate must demonstrate the ability to read the literature of mathematics in two of the languages, French, German, or Russian.

The examinations for predoctoral students are divided into two sets: those used in determining preparation of the students for admission to candidacy for the Doctor of Philosophy degree; those used to determine successful completion of all requirements for the same degree.

The first set (administered by the Department of Mathematics) may consist of both oral and written examinations. The second set is prescribed and administered by the Graduate Division operating through a committee. This committee, consisting of scholars in the field of concentration and scholars in other fields, decides on admission of students to candidacy and then guides and supervises candidates through their research, study, and writing for the Doctor of Philosophy degree.

Doctoral candidates must be enrolled as full-time students for the six quarters preceding the granting of their degrees.

## MATHEMATICS FACULTY

- Howard L. Resnikoff, Ph.D. University of California, Berkeley, *Professor of Mathematics and Chairman of the Department*
- Takeo Akasaki, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics*
- Bruce M. Bennett, Ph.D. Columbia University, *Associate Professor of Mathematics*
- Frank B. Cannonito, Ph.D. Adelphi University, *Associate Professor of Mathematics*
- Donald A. Darling, Ph.D. California Institute of Technology, *Professor of Mathematics* (on leave)
- Richard A. Denholm, Ed.D. Western Reserve University, *Supervisor of Teacher Education, Lecturer in Mathematics*
- William F. Donoghue, Jr., Ph.D. University of Wisconsin, *Professor of Mathematics*
- Paul C. Eklof, Ph.D. Cornell University, *Associate Professor of Mathematics*
- Mark Finkelstein, Ph.D. Stanford University, *Associate Professor of Mathematics*
- Stephen D. Franklin, Ph.D. University of Chicago, *Assistant Professor of Mathematics*
- Michael D. Fried, Ph.D. University of Michigan, *Professor of Mathematics*
- John C. Holladay, Ph.D. Yale University, *Professor of Mathematics*
- Richard K. Juberg, Ph.D. University of Minnesota, *Associate Professor of Mathematics*
- Gerhard K. Kalisch, Ph.D. University of Chicago, *Professor of Mathematics*
- Stepan Karamardian, Ph.D. University of California, Berkeley, *Associate Professor of Mathematics and Administration*
- Abel Klein, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Mathematics*
- Ray A. Kunze, Ph.D. University of Chicago, *Professor of Mathematics* (on leave)
- Meinhard E. Mayer, Ph.D. Parhon University (Rumania), *Professor of Mathematics and Physics*
- George S. McCarty, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics*
- Marion Orton, Ph.D. Indiana University, *Assistant Professor of Mathematics*
- Janet Fisher Palmquist, Ph.D. Brandeis University, *Assistant Professor of Mathematics*
- David L. Rector, Ph.D. Massachusetts Institute of Technology, *Associate Professor of Mathematics*
- Robert C. Reilly, Ph.D. University of California, Berkeley, *Assistant Professor of Mathematics*
- Bernard Russo, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics*
- Stephen Scheinberg, Ph.D. Princeton University, *Associate Professor of Mathematics*

Chester C. Seabury, Ph.D. Stanford University, *Assistant Professor of Mathematics*

William H. Smoke, Ph.D. University of California, Berkeley, *Associate Professor of Mathematics and Vice Chairman for Instruction*

Noboru Suzuki, Ph.D. Tohoku University, *Professor of Mathematics*

Edward O. Thorp, Ph.D. University of California, Los Angeles, *Professor of Mathematics*

Howard G. Tucker, Ph.D. University of California, Berkeley, *Professor of Mathematics*

Robert W. West, Ph.D. University of Michigan, *Associate Professor of Mathematics*

Joel J. Westman, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics*

Robert J. Whitley, Ph.D. New Mexico State University, *Professor of Mathematics*

James J. Yeh, Ph.D. University of Minnesota, *Professor of Mathematics*

## LOWER-DIVISION COURSES IN MATHEMATICS

### 1A Pre-Calculus Mathematics (4) F, W, S

Lecture, two hours; laboratory, two hours. The purpose of this course is to prepare the student for calculus and other college mathematics courses. As such, it covers inequalities, exponentials, logarithms, trigonometry, elementary analytic geometry, and systems of simultaneous equations. Remedial work in algebra will be provided where needed. The course is offered on a self-paced basis, P/NP only, and may be taken over two consecutive quarters. If not completed in one quarter, the student will receive a grade of IP and enroll in Mathematics 1B. This course satisfies no requirements other than contribution to the 180 units required for graduation.

### 1B Pre-Calculus Mathematics (0) F, W, S

Continuation of Mathematics 1A. For students receiving an IP grade in Mathematics 1A.

### 2A-B-C Calculus

Lecture, three hours; quiz, two hours. Prerequisite: Mathematics 1A or a score of at least 3 on the Advanced Placement Examination in calculus. Waiver of prerequisites: At certain times throughout the year, the Mathematics Department will offer an examination for those who wish to waive the Mathematics 1A prerequisite. This examination must be passed in the quarter prior to enrolling in Mathematics 2A.

#### 2A (4) F, W, S

Limits, derivatives, mean-value theorem, applications (approximations, curve plotting, maxima and minima), definite and indefinite integrals, the fundamental theorem of calculus.

#### 2B (4) F, W, S

Applications of integration (computation of areas, volumes, length of curves, areas of surface of revolution, center of mass), logarithmic and exponential functions, techniques of integration.

#### 2C (4) F, W, S

Plane analytic geometry, polar coordinates, complex numbers, complex-valued functions on the real line, infinite series, Taylor series.

**3A-B-C Second-year Calculus (4-4-4) 3A (F, W), 3B (W, S), 3C (S)**

Lecture, three hours; quiz, two hours. Vectors in two and three dimensions, partial derivatives, tangent vectors to curves and surfaces; maxima and minima of functions of several variables, multiple integrals, line and surface integrals, theorems of Green, Gauss, and Stokes. Introduction to ordinary differential equations. Prerequisites: Mathematics 2A-B-C.

**4A-B-C Liberal Arts Mathematics**

Lecture, three hours. A course designed to reveal mathematics as a science and an art. Prerequisites: one year high school algebra, one year high school geometry. Not offered every year.

**4A (4) F**

Structure, arithmetic, and algebra of the real number system; elementary number theory and numeration.

**4B (4) W**

Axiomatic method, application to group theory and geometry.

**4C (4) S**

Sets, logic, introduction to calculus and applied mathematics.

**5A-B-C Mathematics for the Social and Natural Sciences (4-4-4) F, W, S and W, S, F**

Lecture, three hours; quiz, two hours. This is a course on the fundamentals of modern statistics. Topics in probability theory include sampling, conditional probability and Bayes' rule, binomial distribution, normal distribution, and random variables. Topics in statistics include sampling and sampling distributions, estimation, hypothesis testing, analysis of variance, nonparametric methods, regression, and correlation.

**6A-B-C Finite Mathematics (4-4-4) F, W, S**

Lecture, three hours; quiz, two hours. Logic, sets combinatorics, probability, vectors, matrices. Applications to linear programming, game theory and graph theory. Designed primarily for computer science majors.

**7 Basic Statistics (4) F, W, S**

Lecture, three hours; quiz, two hours. Fundamental concepts of statistics, including mean, standard deviation, correlation, binomial distribution, normal distribution, Chi Square. Examples from many fields will be given to illustrate effective uses of statistics.

**8 Introduction to Linear Algebra (4) S**

Lecture, three hours. Vector spaces, systems of linear equations, matrices, linear transformations, determinants. Prerequisites: two years high school algebra or Mathematics 1 or consent of instructor.

**10A-B-C Topics in Mathematics (4-4-4) F, W, S**

Lecture, three hours. A course designed to acquaint the beginning student with some of the ideas of modern mathematics that are independent of the calculus, e.g., graph theory, finite groups, number theory. Each quarter is normally devoted to a different topic, and it is not required that the student enroll for the entire sequence. Not offered each year.

**11A-B-C Geometry for High School Teachers (4-4-4) F, W, S**

Lecture, three hours. Integrated treatment of topics in Euclidean plane geometry, including congruence, reflections, inversions, orientation, separation and order properties, angles; elliptic and hyperbolic geometry, including distance, length, and area; affine and projective geometry, coordinate systems for the line and the plane; geometric algebra. Not offered every year.

**13 Introduction to Abstract Mathematics (4) S**

Lecture, three hours. The purpose of this course is to expose students to the style of precise definition and rigorous proof which is characteristic of modern mathematics. The actual mathematical content is purposely kept elementary — sets, countability, ordered sets, and so on — so that the students can focus their main efforts on learning to follow, and even produce, closely-reasoned mathematical deductions. This course is strongly recommended for freshmen and sophomore mathematics majors as preparation for upper-division courses such as Mathematics 120 and 140. Nonmajors with an interest in rigorous thought are also welcome.

**15 What is Mathematics? (4) W**

Lecture, three hours. A course intended to acquaint nonspecialists with the main currents and ideas in mathematics as an art and science. Technical material will be kept at a minimum, consistent with developing an appreciation of the scope and methods of modern mathematics. Not offered every year.

**16 Mathematical Recreations (4) S**

Lecture, three hours. Mathematical analysis of a number of diversions such as games, puzzles, and tricks. The emphasis is on items where the analysis depends more on an understanding of the mathematical concepts and less on complications involving extensive memory or a deep knowledge of scientific principles. Not offered every year.

**70A-B-C Statistical Methods (4-4-4) F, W, S**

Lecture, three hours. A survey of the classical methods of estimation and testing including applications to linear regression and analysis of variance, with examples from the biological and social sciences. Designed primarily for research workers in these sciences. Prerequisite: consent of instructor.

**UPPER-DIVISION COURSES IN MATHEMATICS****101A-B-C Topics in Mathematics (4-4-4) F, W, S**

Lecture, three hours. Similar in concept to 10A-B-C but at a more advanced level. Prerequisite: consent of instructor. Not offered every year.

**104A-B-C Foundations of Mathematics**

Lecture, three hours. This course meets the certification requirements for the multiple teaching credential in the State of California. Not counted as upper-division credit for mathematics majors. Same as Education 103A-B-C.

**104A (4) F**

Exploration of the important subsets of the real number system (irrational numbers, rational numbers, integers). Fundamental ideas of set theory, number theory, and properties of the operations; how these topics relate to the make-up of the real number system.

**104B (4) W**

The graphing of equations of 1 and 2 variables, functions, quadratic equations, systems of equations, and inequalities; 2 and 3 dimensional geometry; British (= American) and Metric Systems of Measurement including linear, area, volume, and angle measurement.

**104C (4) S**

Nondecimal numeration bases; operations with polynomials; factoring polynomials; topics in statistics (mean, mode, range, standard deviation, frequency distributions and applications of these topics); topics in probability (sample space, outcomes, events and applications); topics in logic and finite mathematics; an introduction to the published school mathematics materials.

**105A-B-C Numerical Analysis (4-4-4) F, W, S**

Lecture, three hours. Interpolation, polynomial approximation, numerical differentiation and integration, difference equations, iterative solutions of nonlinear equations. Prerequisites: Mathematics 2A-B-C. Not offered every year.

**111A-B-C Foundations of Geometry (4-4-4) F, W, S**

Lecture, three hours. Same topics as Mathematics 11 but covered in more depth. Not offered every year.

**112A-B Introduction to Differential Geometry (4-4) W, S**

Lecture, three hours. Applications of advanced calculus and linear algebra to the geometry of curves and surfaces in space. Prerequisites: Mathematics 140A-B-C. Not offered every year.

**113A-B Topics in Topology (4-4) W, S**

Lecture, three hours. Selected introductory topics in topology, such as classification of surfaces, covering spaces, the fundamental group. Prerequisite: consent of instructor. Not offered every year.

**115A-B-C Geometry and Classical Groups (4-4-4) F, W, S**

Lecture, three hours. An investigation of the classical linear groups, their structure and representations. Applications to geometry. Introduction to Lie theory. Prerequisites: Mathematics 120A-B-C or consent of instructor. Not offered every year.

**120A-B-C Algebra (4-4-4) F, W, S**

Lecture, three hours. Introduction to concepts in algebra, with emphasis on linear algebra. Groups, rings, fields, vector spaces, linear transformations, duality, inner-products, eigenvalues and eigenvectors, minimal polynomials. Prerequisites: Mathematics 3A-B-C.

**121A-B-C Topics in Algebra (4-4-4)**

Lecture, three hours. Selected topics in algebra such as group theory, ring theory, field theory. Prerequisites: Mathematics 120A-B-C or consent of instructor.

**122A-B-C Elementary Number Theory (4-4-4) F, W, S**

Lecture, three hours. Primes, congruences, diophantine equations, quadratic reciprocity, and selected other topics. Prerequisite: one year of college mathematics. Not offered every year.

**130A-B-C Probability and Stochastic Processes (4-4-4) F, W, S**

Lecture, three hours. An introductory course emphasizing applications. Discrete and continuous probability distributions. Distributions of sums and limit theorems. Markov chains and stochastic processes. Prerequisites: Mathematics 2A-B-C.

**131A-B-C Mathematical Statistics (4-4-4) F, W, S**

Lecture, three hours. An introduction to probability and mathematical statistics. Probability distributions. Expectation. Point estimation and confidence intervals. Fundamental theory of hypothesis testing. Applications. Prerequisites: Mathematics 2A-B-C.

**132A-B-C Second Course in Mathematical Statistics (4-4-4) F, W, S**

Lecture, three hours; laboratory, two hours. A continuation of Mathematics 131A-B-C devoted to both theoretical and applied statistics. Review of sampling distributions. Interval estimation. Sequential analysis. Analysis of variance. Regression and correlation. Analysis of covariance. Nonparametric inference. The laboratory consists of two one-hour computing sessions per week devoted to applied problems in physical, social, and biological sciences. Pre-

requisites: Mathematics 131A-B-C or consent of the instructor. Also strongly recommended is Mathematics 3A-B.

**140A-B-C Elementary Analysis (4-4-4) F, W, S**

Lecture, three hours. An introduction to real analysis, including the real number system, infinite series, sequences of functions, differentiation, integration, and elements of the calculus of scalar- and vector-valued functions of several variables. Prerequisites: Mathematics 3A-B-C.

**141A-B-C Advanced Analysis**

Lecture, three hours. Prerequisites: Mathematics 140A-B-C.

**141A (4) F**

Elements of naive set theory and basic properties of metric spaces.

**141B (4) W**

Point set topology.

**141C (4) S**

Calculus on vector spaces — including the implicit functions theorem and basic existence theorems.

**142A-B-C Differential Equations (4-4-4) F, W, S**

Theoretical aspects of ordinary and partial differential equations are emphasized, e.g., existence and uniqueness of solutions. The first quarter is devoted to ordinary differential equations; the last two quarters to partial differential equations and related topics. Prerequisites: Mathematics 3A-B-C or consent of instructor. Not offered every year.

**143A-B-C Applied Analysis (4-4-4) F, W, S**

Same as Physics 161A-B-C. Lecture, three hours. An introduction to applied mathematics, especially differential equations, for students in the physical sciences and engineering. The first quarter is concerned with ordinary differential equations; methods of solution, applications, existence, uniqueness and stability, linear equations with constant and variable coefficients, and the Laplace transform. Topics from series expansions, complex analysis, Fourier series, and introductory partial differential equations will be covered in the second quarter. The third quarter is devoted to partial differential equations and their applications. Prerequisites: Mathematics 3A-B-C or consent of instructor.

**144A-B Introduction to Complex Variables (4-4) W, S**

Lecture, three hours. An introductory course emphasizing applications. Complex numbers, analytic functions, Riemann mapping theorem with applications to boundary value problems. Theory of residues, power series expansions. Prerequisites: Mathematics 3A-B-C.

**145A-B-C Topics in Analysis (4-4-4) F, W, S**

Lecture, three hours. This course will provide a second year in analysis for mathematicians, physical scientists, and engineers. Prerequisites: Mathematics 140A-B-C or consent of instructor. Not offered every year.

**150A-B-C Mathematical Logic and Set Theory (4-4-4) F, W, S**

Lecture, three hours. The propositional calculus. First order predicate calculus, consistency, completeness. The choice axiom. Well-ordering. Ordinal and cardinal numbers. Prerequisite: consent of instructor. Not offered every year.

**155A-B-C Automata Theory and Recursion Theory (4-4-4) F, W, S**

Lecture, three hours. Computability by finite automata, Turing computability, recursive functions, and computational complexity. Recursive and subrecursive hierarchies. Recursive enumerability, decision problems, and degrees of unsolvability. Selected topics. Prerequisite: consent of instructor. Not offered every year.

- 171A-B-C Mathematical Methods in Operations Research**  
 Lecture, three hours; discussion, one hour. Prerequisite: consent of instructor.
- 171A Linear Programming (4) F**  
 Simplex algorithm, duality, optimization in networks.
- 171B Nonlinear Programming (4) W**  
 Conditions for optimality, quadratic and convex programming, geometric programming, search methods.
- 171C Integer and Dynamic Programming (4) S**  
 Multistage decision models, applications.
- 191A-B-C Introduction to the Theory of Games with Applications (4-4-4) F, W, S**  
 Lecture, three hours. The classical von Neumann theory of finite two and n-person games. The theory may be applied to specific games such as chess, poker, Go, and blackjack and to economic behavior including the securities markets. Prerequisites: Mathematics 140A-B-C or consent of instructor. Not offered every year.
- 192 Tutoring in Mathematics (1 to 4 per quarter) F, W, S**  
 Students may enroll in a section of this course to earn course credit for tutoring associated with the Physical Sciences Peer Tutoring Program or for activities as a student assistant in conjunction with some specific mathematics course. Admission to the course will depend upon demonstration of suitable qualifications and approval of the instructor in charge. Students may take the course for P/NP credit only; the number of units per term (1 to 4) will be determined by the specific activities involved. Prerequisite: consent of the Department. Note: This course satisfies no degree requirements other than contribution to the 180 units required for graduation. No more than 8 units earned in tutoring courses may be counted toward the required total of 180.
- 199A-B-C. Special Studies in Mathematics (4-4-4) F, W, S**  
 Supervised reading. For outstanding undergraduate mathematics majors in supervised but independent reading or research of mathematical topics of current interest. Prerequisite: department approval.

## GRADUATE COURSES IN MATHEMATICS

- 210A-B-C Real Analysis (4-4-4) F, W, S**  
 Lecture, three hours. Measure theory, Lebesgue integral,  $L_p$  spaces, Radon-Nikodym theorem, differentiation, metric spaces, Banach spaces, Daniell integral. Prerequisites: Mathematics 141A-B, or equivalent of these, or consent of instructor.
- 211A-B-C Topics in Real Analysis (4-4-4) F, W, S**  
 Lecture, three hours. A continuation of Mathematics 210A-B-C; topics selected by the instructor.
- 220A-B-C Analytic Function Theory (4-4-4) F, W, S**  
 Lecture, three hours. Standard theorems about analytic functions. Harmonic functions. Normal families. Conformal mapping. Prerequisites: Mathematics 140A-B-C, 141A-B, or equivalent of these, or consent of instructor.
- 221A-B Several Complex Variables (4-4) F, W**  
 Lecture, three hours. Holomorphy domains, plurisubharmonic functions. Holomorphy envelopes, integral representations. Applications in partial differential equations and quantum field theory. Prerequisites: Mathematics 220A-B-C, or equivalent, or consent of instructor.
- 230A-B-C Algebra (4-4-4) F, W, S**  
 Lecture, three hours. Elements of the theories of groups, rings, fields, modules, Galois theory. Modules over principal ideal domains. Artinian, Noether-

ian, and semisimple rings and modules. Prerequisites: Mathematics 120A-B-C, 121A-B-C, or equivalent, or consent of instructor.

**231A-B-C Group Theory (4-4-4) F, W, S**

Lecture, three hours. Introduction to the abstract theory of groups. Prerequisites: Mathematics 121A-B-C, or equivalent, or consent of instructor.

**232A-B-C Theory of Finite Groups (4-4-4) F, W, S**

Lecture, three hours. Introduction to the theory of finite groups. Representation theory, character theory, Thompson transitivity theorem. Prerequisites: Mathematics 231A-B-C or consent of instructor.

**234A-B-C Topics in Algebra (4-4-4) F, W, S**

Lecture, three hours. Group theory, homological algebra, and other selected topics. Prerequisites: Mathematics 230A-B-C or consent of instructor.

**240A-B-C Differential Geometry (4-4-4) F, W, S**

Lecture, three hours. Differential manifolds, differential forms, integrations, introduction to Lie groups, connections, Riemannian manifolds, curvature and topology, calculus of variations in the large, immersions and imbeddings. Prerequisites: 141A-B-C or consent of instructor.

**241A-B-C Topics in Lie Groups and Lie Algebras (4-4-4) F, W, S**

Lecture, three hours. Introduction to Lie theory with emphasis on the structure of semisimple matrix groups and their representations. Prerequisites: linear algebra, point set topology, and basic analysis.

**250A-B-C Algebraic Topology (4-4-4) F, W, S**

Lecture, three hours. Topics covered will vary with instructor. Prerequisites: Mathematics 121A-B-C and 141A-B, or equivalent, or consent of instructor.

**254A-B-C Topics in Topology (4-4-4) F, W, S**

Lecture, three hours. A continuation of 250C, topics being selected by the instructor. Prerequisites: Mathematics 250A-B-C or consent of instructor.

**260A-B-C Functional Analysis (4-4-4) F, W, S**

Lecture, three hours. Elements of Banach space theory, operator theory, Banach algebra theory including structure theory of commutative algebras and spectral theory in Hilbert space. Prerequisites: Mathematics 210A-B-C and 220A-B-C or consent of instructor.

**261A-B-C Operator Theory (4-4-4) F, W, S**

Lecture, three hours. Elements of topological linear spaces, Hilbert spaces, spectral theorems and multiplicity theory, rings of operators, representation of groups and rings. Prerequisites: Mathematics 210A-B-C or 200A-B-C or consent of instructor.

**268A-B-C Topics in Functional Analysis (4-4-4) F, W, S**

Lecture, three hours. Selected topics such as spectral theory, abstract harmonic analysis. Banach algebras, operator algebras. Prerequisite: consent of instructor.

**270A-B-C Probability (4-4-4) F, W, S**

Lecture, three hours. Probability spaces, distribution and characteristic functions. Strong limit theorems. Limit distributions for sums of independent random variables. Conditional expectation and martingale theory. Stochastic processes. Prerequisites: Mathematics 130A-B-C and 210A-B-C or consent of instructor.

**271A-B-C Stochastic Processes (4-4-4) F, W, S**

Lecture, three hours. Processes with independent increments, Wiener and Gaussian processes, function space integrals, stationary processes, Markov processes. Prerequisites: Mathematics 210A-B-C or consent of instructor.

- 272A-B-C Integration in Function Spaces (4-4-4) F, W, S**  
Lecture, three hours. Brownian motion, Wiener integral, Feynman integral. Applications to partial differential equations. Gaussian processes, integration on Hilbert space. Generalized stochastic process. Prerequisites: Mathematics 271A-B-C or consent of instructor.
- 273A-B-C Statistical Inference (4-4-4) F, W, S**  
Lecture, three hours. Classical theorems of statistical inference from a mathematically rigorous point of view. Statistical decision theory. Prerequisites: Mathematics 210A-B-C or consent of instructor.
- 274A-B-C Topics in Probability (4-4-4) F, W, S**  
Lecture, three hours. Prerequisites: Mathematics 270A-B-C or consent of instructor.
- 280A-B-C Mathematical Logic (4-4-4) F, W, S**  
Lecture, three hours. Introduction to model theory with emphasis on ultraproducts, elementary classes, and saturated models. Applications to algebra and set theory. Prerequisites: Mathematics 150A-B-C or consent of instructor.
- 281A-B-C Axiomatic Set Theory (4-4-4) F, W, S**  
Lecture, three hours. Introduction to the axiomatic theory of sets through the Gödel-Cohen theory. Prerequisites: Mathematics 150A-B-C or consent of instructor.
- 295A-B-C Partial Differential Equations (4-4-4) F, W, S**  
Lecture, three hours. Local and global theory of partial differential equations: analytic, geometric, and functional analytic methods. Prerequisites: Mathematics 210A-B-C, or equivalent, or consent of instructor.
- 297A-B-C Colloquium (1-1-1) F, W, S**  
Weekly colloquia on topics of current interest in mathematics. Prerequisite: graduate standing.
- 298A-B-C Seminar (1 to 3) F, W, S**  
Seminars organized for detailed discussion of research problems of current interest in the Department. The format, content, frequency, and course value are variable. Prerequisite: consent of the Department.
- 299A-B-C Supervised Reading and Research (4-4-4) F, W, S**

## Department of Physics

The Physics Department is interested in giving its majors and graduate students the opportunity to be heard in all matters directly concerned with undergraduate and graduate instruction.

At the present time undergraduate physics majors and physics graduate students participate in the academic affairs of the Physics Department by serving as full members of the student-faculty teaching evaluation committee and the computer users advisory committee. Undergraduate students also serve on the Department's undergraduate curriculum committee.

## UNDERGRADUATE PROGRAM

Courses in the Physics Department are designed to meet the needs of many kinds of students, from those students without facility in mathematics whose main interests lie in the humanities or the arts to those students with professional goals in science and engineering. The three lower-division sequences in physics are distinguished by their intended audience, their mathematical prerequisites, and the extent to which they offer preparation for more advanced courses. These aspects of the beginning courses are summarized in the following table.

	Physics 3	Physics 5	Physics 10-20
<b>Intended Audience</b>	Premedical students, biological sciences majors	Physics, chemistry, and engineering majors	Nonscience majors
<b>Mathematical Prerequisites</b>	Algebra and trigonometry; concurrent enrollment in Math 2 (Calculus)	Math 2A (Calculus); knowledge of computer programming is recommended	None
<b>Preparation for Advanced Courses</b>	Physics 5C with permission	All upper-division courses in physics	None

### Requirements for the Bachelor's Degree

University Requirements: See page 28.

School Requirements: None.

### Departmental Requirements

Physics 5A-B-C-D-E with laboratory; six quarter Physics courses numbered between 110 and 149; two quarters of advanced laboratory (Physics 151-153); Mathematics 2A-B-C; Mathematics 3A-B-C or 140A-B-C; three courses from Mathematics 141A-B-C, 142A-B-C, 144A-B-C, or Physics 161A-B-C with Physics 161A-B-C particularly recommended; and three additional upper-division courses chosen from the Schools of Physical Sciences, Biological Sciences, Engineering, or the Department of Information and Computer Science. Alternative requirements will be developed for students with special interests.

### Planning a Program of Study

Physics 3 is a one-year course suitable for pre-medical students, students majoring in Biological Sciences, and nonscience majors. It surveys most of the important branches of physics with strong orientation toward modern physics. Laboratory work accompanies the course. Nonscience majors with some mathematical skill may wish to consider Physics 3 as an alternative to Physics 10-20.

A student who decides to major in Physics after completing Physics 3 with a grade of A or B may, with the consent of the Department, enroll in Physics 5C. The pre-medical physics requirement may be met with Physics 3 or with Physics 5A-B-C.

Physics 5 is an intensive five-quarter course for physics, chemistry, engineering, and other students interested in a careful quantitative approach to the subject. Laboratory work accompanies the course. Students expecting to enroll in the entire five-quarter sequence of Physics 5 should enroll in Mathematics 3A concurrent with Physics 5C. Students planning to enroll in only three quarters of Physics 5 need not enroll in Mathematics 3A. The recommended knowledge of computer programming may be gained by enrolling in Information and Computer Science 1, usually in the fall quarter of the freshman year, or in Physics 1. Biological Sciences majors with facility in calculus should consider Physics 5 as an alternative to Physics 3.

Physics courses numbered between 10 and 20 are one-quarter general education courses intended for nonscience majors. The content and format of these courses will vary from year to year. In general, these courses will not include regular laboratory work.

Courses numbered above 110 are for physics majors and other qualified students. This series of courses in the upper-division curriculum is sufficiently broad to provide programs both for the physics major who does not intend to pursue the study of physics beyond the Bachelor's degree level and for the physics major preparing for a professional career in physics. The physics major with a career goal in medicine, law, teaching, or business, for example, should emphasize the Physics 130 series, which covers most of the important phenomena of physics. The physics major preparing for graduate work in physics should cover most of the Physics 111 series. Any major who is so inclined can take more than the minimum two quarters of advanced laboratory work. Able students may begin the Physics 111 series in their sophomore year.

Courses numbered between 110 and 130 emphasize the mathematical and theoretical structures that have unified our understanding of nature. Those numbered between 131 and 149 emphasize particular domains of the structure of matter. Laboratory work is assigned to separate courses, 151-153.

The programs of transfer students will be decided after individual consultation.

Since many graduate physics departments require a reading knowledge of one foreign language, physics majors planning graduate work should, if possible, study some Russian, German, or French. Introductory courses in biology and chemistry are also recommended options. Every physics major should avoid overspecialization and wisely use undergraduate years to explore some areas remote from physics.

### Sample Programs

A typical course program for physics majors considering the possibility of graduate study in physics or astronomy is shown below. Three of the electives in the senior year may be physics graduate courses. A student with a weak background may want to postpone Physics 130 and Physics 131 until the senior year.

	FALL	WINTER	SPRING
FRESHMAN	Math 2A	Math 2B	Math 2C
	Chem. 1A	Chem. 1B	Chem. 1C
	ICS 1 or Physics 1 Elective	Physics 5A Elective	Physics 5B Elective
SOPHOMORE	Math 3A	Math 3B	Math 3C
	Physics 5C	Physics 5D	Physics 5E
	Elective Elective	Elective Elective	Elective Elective
JUNIOR	Physics 161A	Physics 161B	Physics 161C
	Physics 111A	Physics 111B	Physics 112A
	Physics 130 Elective	Physics 131 Elective	Physics Elective Elective
SENIOR	Elective	Math 144A	Math 144B
	Physics 151	Physics Elective	Physics 153
	Physics 112B Elective	Physics 115 Elective	Physics 116 Elective

Physics majors with interests other than graduate work in physics or astronomy need not take as many physics courses as indicated above. As a guide to preparing a more suitable program, the Department makes the following suggestions.

The course program of physics majors considering the possibility of graduate school in engineering should contain at least the following courses:

Physics 111A-B, 112A-B, and three to six engineering courses.

The course program of physics majors considering graduate work in chemistry, biology, or various interdisciplinary areas should contain:

Physics 111A, 112A-B, 115, 130, 131; Chemistry 51A-B-C; and Biological Sciences 101A-B-C.

The course program of physics majors considering a teaching career in the public schools or the community colleges should contain at least:

Physics 111A, 112A-B, 130, 131; Education 171 and either 170, 172, or 175; and additional preparation in some area of science or mathematics. Courses from the Physics 10-20 sequence may be appropriate.

The course program of physics majors considering graduate work in the history of science should contain:

Physics 111A-B, 112A-B, and 130, 131; History 29A, B, C; 133E, 180B. Courses from the Physics 10-20 sequence may be appropriate.

## GRADUATE PROGRAMS

The Department offers the M.A. and the Ph.D. degrees in physics, the first in recognition of demonstrated knowledge of the basic facts and theories of physics, the second primarily in recognition of demonstrated capacity for independent research.

All new graduate students take an entrance examination shortly before the beginning of the fall quarter. This examination serves only to help the student and advisor decide on the best program of study.

Complementing the formal courses, the Department offers regular colloquia and informal seminars. The graduate student is a member of an intellectual community and is expected to participate fully in these departmental activities. In addition to the regular research seminars in solid state, high energy, and plasma physics, a teaching seminar meets once each week for the purpose of exploring techniques of instruction and improving graduate student teaching performances. This seminar introduces teaching assistants to the instructional program of this and related departments and gives students an opportunity by means of video-tape to observe and criticize their own teaching methods.

About sixty-five graduate students of physics were enrolled in 1974-75. Active programs of research are underway in high-energy physics, solid state physics, low temperature physics, plasma physics, mathematical physics, and astrophysics.

Sources of support available to graduate students include teaching assistantships, research assistantships, fellowships, and traineeships. For students admitted with financial aid, continuing support in later years is normal.

Students planning to pursue graduate work in physics should obtain a copy of the booklet *Physics* from the Physics Department.

### Master of Arts in Physics

The requirements for the M.A. degree are: (1) three quarters of residence; and (2) mastery of graduate course material, which may be demonstrated either (2a) by passing, with an average grade of B or better, a *minimum* of nine graduate courses numbered between 200 and 259 and a written comprehensive examination, or (2b) by passing the Ph.D. qualifying examination. Under special circumstances, a research project and thesis may be accepted in lieu of proficiency in some of the graduate course material. There is no foreign language requirement for the M.A. degree.

A typical program in preparation for the written examination for the M.A. degree would consist of twelve courses:

211A (Class. Mech.)	215A-B (Quant. Mech.)
213A-B (Elec. Th.)	Three electives chosen from 217A-B-C
212A-B (Math. Phys.)	and 218A-B-C sequences, or under-
214A-B (Stat. Phys.)	graduate upper-division courses.

### Doctor of Philosophy in Physics

The principal requirements for the Ph.D. degree are six quarters of residence, passage of a written and an oral examination, and successful completion and defense of a dissertation reporting results of original

research. In addition, the Ph.D. candidate must complete moderate graduate course requirements. There is no foreign language requirement for the Ph.D. degree.

**1. Course Requirements.** The student is required to exhibit mastery of the basic sequences, Mathematical Physics, Classical Mechanics and Electromagnetic Theory, Quantum Mechanics, Relativistic Quantum Mechanics, and Statistical Mechanics. In addition, nine graduate-level quarter courses, other than the basic sequences, and numbered less than 259, are required. These courses must be passed with an average grade of B or better.

**2. Qualifying Examination.** For advancement to Ph.D. candidacy, a student must pass a qualifying examination consisting of a written part and two oral parts. The written part covers a broad range of fundamentals of physics at the advanced undergraduate and graduate levels. The first part of the oral exam will be administered shortly after the written examination. All members of the first oral committee will be faculty from the Physics Department. The second part of the oral examination will be taken approximately one year after successful completion of the written exam and the first oral. The committee that administers the second oral examination will contain one or two faculty members from outside the Physics Department. The second oral will cover principally material related to the broad and general features of the student's thesis area. The written portion of the qualifying examination will generally be given twice each year, once in September just prior to the start of classes, and again in May. The examination may be taken by some students after one year of graduate study. A second attempt will be permitted if the first is not successful. A third attempt will be permitted only in extraordinary circumstances.

**3. Dissertation.** A dissertation summarizing the results of original research performed by the student under the supervision of a faculty member in the Department will be required for the Ph.D. degree. The criterion for the acceptability of a dissertation by the Department is that it be suitable for publication in a scientific journal. The dissertation must not have been submitted to any other institution prior to its submission to the Physics Department at UCI.

**4. Defense of Dissertation.** Upon completion of the dissertation, the student will take an oral examination, open to the public, before the doctoral committee.

**5. Suggested Course Sequences.** Typical programs for the first two years designed to prepare the student for Ph.D. qualification and provide the foundation necessary for understanding and participating in modern research might include:

First Year: 211A (Classical Mechanics); 212A-B-C (Mathematical Physics); 213A-B (Electromagnetic Theory); 215A-B (Quantum Mechanics); 215C (Relativistic Quantum Mechanics).

In the second year of graduate study, the student may begin to take courses that will provide a broad background for the thesis area. The following sequences represent a typical second-year program:

For the student with an interest in solid state physics:

214A-B (Statistical Physics); 214C (Many Body Theory); 235A (Advanced Quantum Mechanics); 232A-B (Group Theory); 218A-B-C (Plasma Physics, Low Temperature Physics, Solids).

For the student with an interest in elementary particle physics:

235A-B (Advanced Quantum Mechanics); 232B (Group Theory); 217A-B-C (Elementary Particle Physics, Nuclei, Astrophysics); 214A-B (Statistical Physics); 214C (Many Body Theory) or 218C (Solids).

For the student with an interest in plasma physics:

214A-B (Statistical Physics); 214C (Many Body Theory); 217A-B-C (Elementary Particle Physics, Nuclei, Astrophysics); 218A-C (Plasma, Solids); Elective.

## PHYSICS FACULTY

Norman Rostoker, D.Sc. Carnegie Institute of Technology, *Professor of Physics and Chairman of the Department*

Myron Bander, Ph.D. Columbia University, *Professor of Physics and Vice Chairman of the Department*

Gregory A. Benford, Ph.D. University of California, San Diego, *Associate Professor of Physics*

Alfred M. Bork, Ph.D. Brown University, *Professor of Physics and Information and Computer Science and Vice Chairman of the Department*

Herbert H. Chen, Ph.D. Princeton University, *Associate Professor of Physics*

Paul E. Condon, Ph.D. Princeton University, *Associate Professor of Physics*

Mark A. Mandelkern, Ph.D. University of California, Berkeley, *Associate Professor of Physics*

Alexei A. Maradudin, Ph.D. University of Bristol, *Professor of Physics*

Meinhard E. Mayer, Ph.D. Parhon University (Rumania), *Professor of Physics and Mathematics*

Douglas L. Mills, Ph.D. University of California, Berkeley, *Professor of Physics*

Riley Newman, Ph.D. University of California, Berkeley, *Associate Professor of Physics*

William H. Parker, Ph.D. University of Pennsylvania, *Associate Professor of Physics*

John R. Pellam, Ph.D. Massachusetts Institute of Technology, *Professor of Physics*

Frederick Reines, Ph.D. New York University, *Professor of Physics*

Nathan Rynn, Ph.D. Stanford University, *Professor of Physics*

- Jonas Schultz, Ph.D. Columbia University, *Professor of Physics and Dean of the Graduate Division*
- Gordon L. Shaw, Ph.D. Cornell University, *Professor of Physics*
- Dennis J. Silverman, Ph.D. Stanford University, *Associate Professor of Physics*
- Virginia L. Trimble, Ph.D. California Institute of Technology, *Associate Professor of Physics*
- Sukekatsu Ushioda, Ph.D. University of Pennsylvania, *Associate Professor of Physics*
- Gerard Van Hoven, Ph.D. Stanford University, *Associate Professor of Physics*
- Richard F. Wallis, Ph.D. Catholic University of America, *Professor of Physics*
- Joseph Weber, Ph.D. Catholic University of America, *Visiting Professor of Physics*

## LOWER-DIVISION COURSES IN PHYSICS

### 1 Introduction to Physics (4) F

Lecture, three hours. An introduction to and overview of physics. Introduction to computing for the scientist and engineer. Mathematical review and introduction to calculus. Analysis of experimental data. Physical units.

### 3A-B-C Basic Physics (4-4-4) F, W, S

Lecture, three hours; discussion, one hour. Fall: Survey of physical theory; Newtonian mechanics. Winter: Electricity and magnetism; radiation and waves; optics; heat phenomena. Spring: Twentieth-century physics; relativity; quantum ideas; atomic and nuclear physics. Concurrent enrollment in Physics 3L is required each quarter (laboratory requirement may be waived by consent of instructor). Prerequisites: Mathematics 2A-B-C (prior or concurrent).

### 3LA-B-C Basic Physics Laboratory (1-1-1) F, W, S

Laboratory accompanying Physics 3, three hours.

### 5A-B-C-D-E Fundamental Physics (4-4-4-4-4) W, S, F, W, S

Lecture, three hours; discussion, one hour. Winter: Newtonian mechanics; facility in calculus is assumed; knowledge of computer programming is recommended. (Corequisite: Mathematics 2B.) Spring: Wave phenomena; relativity. (Corequisite: Mathematics 2C.) Fall: Electrostatics; magnetostatics; currents and fields; circuit elements; Maxwell's equations. (Prerequisites: Mathematics 2A-B-C.) Winter: Quantum theory; atoms and nuclei. (Corequisite: Mathematics 3B.) Spring: Statistical physics; thermal phenomena. (Prerequisite: Physics 5D.) Concurrent enrollment in Physics 5L is required each quarter (laboratory requirement may be waived by consent of instructor).

### 5LA-B-C-D-E Fundamental Physics Laboratory (1-1-1-1-1) W, S, F, W, S

Laboratory accompanying Physics 5, three hours.

## Physics Courses for Nonmajors

Courses numbered between 10 and 20 are especially designed for students majoring in programs other than the Physical Sciences.

### 10 The Sense of Sound (4) W

Lecture, three hours. The production, propagation, and reception of sound and an introduction to its connection with music and speech. Occasional lecture demonstrations and student projects.

- 11 Super-Cold (4) S**  
Lecture, three hours. Lecture and demonstrations on superfluidity, superconductivity, and other phenomena near the absolute zero of temperature.
- 12 Newton! (4) F**  
Lecture, three hours. Origins of modern science in Newton's pioneering work in mechanics. Emphasis on historical, philosophical, and sociological developments. Directed toward students in humanities, social sciences, and fine arts. High school geometry required.
- 14 Physics for the Artist (4) F**  
Lecture, three hours. Physical phenomena through demonstrations, discussion, and individual experimentation. Laboratory-studio investigations of techniques for producing motion, light imagery, and physical interaction with the observer. Students must be willing and able to produce experimental works of art.
- 15 Cosmology – Man's Place in the Universe (4) W**  
Lecture, three hours. The overall structure of the universe and its changes in time; the evolution of galaxies, stars, and planets, the conditions necessary for life and possibilities for extra-terrestrial intelligent life.
- 16 Rainbows and Things (4) W**  
Lecture, three hours. A variety of natural phenomena, some common, some less obvious, which have intrigued man for centuries. Among the subjects: rainbows, the setting sun, the planets, and the nucleus of atoms.
- 17 Physics through Science Fiction (4) S**  
Lecture, three hours. Contemporary works of science fiction used to stimulate consideration of physics in many oft-used ideas about man's future. Cosmology, relativity, planetary physics, and speculative ideas as time travel and teleportation. High school physics or consent of instructor required.
- 18 Physics and Physicists in the Atomic Age (4) W**  
Lecture, three hours. The famous physicists of the atomic age and their contributions to science. Discussion of the birth of modern physics in the 1920s and 1930s; the impact of war on modern science; the conflicts, the discrepancies, and personalities of modern physics.
- 19 Scientists and Social Responsibility (4)**  
Lecture, three hours. A nontechnical discussion of the growth of twentieth-century science in relation to human affairs. Not offered 1975-76.
- 20 Observational Astronomy (4) W, S**  
Lecture, two hours; laboratory, two hours. Motions of planets and stars in the sky. Use of telescopes and location of prominent astronomical objects.

## UPPER-DIVISION COURSES IN PHYSICS

- 111A-B Classical Mechanics (4-4) F, W**  
Lecture, three hours; discussion, one hour. Mechanics of particles through Lagrangian and Hamiltonian methods; rigid bodies; relativity; coupled systems. Prerequisite: Physics 5D or consent of instructor.
- 112A-B Electromagnetic Theory (4-4) S, F**  
Lecture, three hours; discussion, one hour. Electrostatics; magnetostatics; properties of matter; Maxwell's equations; relativity; radiation; optics. Prerequisite: Physics 5C. Corequisite: Mathematics 3.
- 115 Statistical Physics (4) W**  
Lecture, three hours. Microscopic theory of temperature, heat, and entropy; kinetic theory; multicomponent systems; quantum statistics. Prerequisites: Physics 5E, Mathematics 3C.

**116 Thermodynamics (4) S**

Lecture, three hours. Macroscopic theory of temperature, heat, and entropy; mathematical relationships of thermodynamics; heat engines; phase transitions. Prerequisites: Physics 5E, Mathematics 3C.

**130 Quantum Mechanics (4) F**

Lecture, three hours; discussion, one hour. Time-independent and time-dependent Schrödinger equation; one-dimensional problems; some theorems of quantum mechanics; central-field problems; Legendre functions. Prerequisites: Physics 5D, Mathematics 3C.

**131 Atomic Physics (4) W**

Lecture, three hours. Early quantum results; black-body radiation; the hydrogen atom; atomic structure and atomic spectra; fine and hyperfine structure; Zeeman effect; transitions and selection rules. Prerequisite: Physics 130.

**132 Nuclear Physics (4) S**

Lecture, three hours. Nucleons and nuclear structure; radioactivity; neutron-proton scattering; the deuteron; nuclear reactions. Prerequisite: Physics 130.

**133 Solid State Physics (4) S**

Lecture, three hours. Phenomena of solids and their interpretation in terms of quantum theory. Prerequisites: Physics 5D-E.

**135 Plasma Physics (4)**

Lecture, three hours. Ionization and discharge mechanisms; microscopic motions and kinetic equations; macroscopic fluid theories; electrodynamics of plasma; wave propagation; examples of laboratory and cosmic phenomena. Prerequisites: Physics 5D-E. Not offered 1975-76.

**136 Elementary Particles (4)**

Lecture, three hours. Experimental techniques and theoretical concepts of high-energy phenomena: accelerators and detectors; classification of particles and interactions of particle properties; symmetries and mass multiplets; production and decay mechanisms. Prerequisite: Physics 130. Not offered 1975-76.

**141 Modern Optics (4) F**

Lecture, three hours. Interaction of radiation with matter; lasers; nonlinear optics; optical properties of solids; absorption and scattering of light; modern spectroscopic techniques. Prerequisites: Physics 112B and 130.

**144A Astrophysics: Stellar Structure and Evolution (4)**

Lecture, three hours. Stars: their structure and evolution; physical state of the interior; the Hertzsprung-Russell classification; star formation; nuclear burning; giant and dwarf stars. Not offered 1975-76.

**144B Astrophysics: Spectroscopy (4) W**

Lecture, three hours. Stellar spectra: observational and theoretical aspects. Radiative transfer and formation of spectral lines. Temperature, density, and composition of stars. Sunspots and solar activity. Spectra of nebulae and other dilute gases. Prerequisite: Physics 5E or consent of the instructor.

**145 High Energy Astrophysics (4) S**

Lecture, three hours. Production of radiation by high energy particles. Evolution of galactic nuclei, radio galaxies, quasars, and pulsars. Cosmic rays and the cosmic background radiation. Prerequisite: Physics 5E or consent of the instructor.

**146 Galaxies and Cosmology (4)**

Lecture, three hours. Structure and evolution of galaxies. General relativistic models of the universe. Observational tests of cosmological models. Early phases of the universe. Unconventional cosmologies. Not offered 1975-76.

**150 Electronics (4) F**

Lecture, two hours; laboratory, four hours. Applications of modern semiconductor devices to physical instrumentation. Characteristics of semiconductor devices, integrated circuits, analog and digital circuits. Lecture and laboratory. Prerequisite: Physics 5E or consent of instructor.

**151, 152, 153 Advanced Laboratory I, II, III (4-4-4) F, W, S**

Lecture, one hour; laboratory, eight hours. Experiments in atomic, nuclear, and solid state physics. Zeeman effect, electron spin resonance, nuclear magnetic resonance, optical spectroscopy, and x-ray diffraction. Prerequisites: Physics 5D-E or consent of instructor. Physics 130, 131, 132 recommended.

**160 Group Theory for Physical Science Students (4)**

Lecture, three hours. Abstract group theory and group representations. Emphasis will be on the application of symmetry principles to understand various physical phenomena taken from mechanics, atomic spectroscopy, solid state and molecular physics. Not offered 1975-76.

**161A-B-C Mathematical Methods for Physicists (4-4-4) F, W, S**

Lecture, three hours; discussion, one hour. Same as Mathematics 143A-B-C. This course provides the mathematical tools for upper-division physics courses. Topics to be treated include ordinary and partial differential equations, special functions, boundary value problems, Fourier and Laplace transforms, linear algebra and tensor analysis, and complex functions. Application of mathematical methods to physical problems will be stressed. Prerequisites: Mathematics 3A-B-C, 140A-B-C, or equivalent.

**187A-B Medical Physics (4-4) W, S**

A survey of current applications of physics to medicine: radiotherapy, nuclear medicine, ultrasound, cryogenics, thermography, lasers, electronic techniques, etc. Both basic fundamentals and applications will be studied. Intended primarily for premedical and science students. Prerequisite: Physics 3 or 5 series, or consent of the instructor.

**187LB Medical Physics Laboratory (1) S**

Optional laboratory accompanying Physics 187. Experiments illustrating fundamentals of medical physics. Also includes field trips to local hospitals to observe and possibly participate in patient treatment.

**195 Undergraduate Research (4)**

Open to seniors and occasionally to juniors with consent of Department.

**199 Readings on Special Topics (4)**

With consent of Department.

**GRADUATE COURSES IN PHYSICS****211A Classical Mechanics (4) F**

Lecture, three hours. Variational principles, Lagrange's equations; applications to two body problems, small oscillation theory and other phenomena. Hamilton's equation, Hamilton-Jacobi theory.

**211B Elasticity (4) W**

Lecture, three hours. Analysis of strain and stress; elasticity of crystals; equilibrium of isotropic elastic solids and of half-spaces; bending of rods and plates; two-dimensional elastic systems; propagation of waves in elastic solid media; surface waves; piezoelectric solids; dislocations; thermoelasticity.

**211C Hydrodynamics (4) S**

Lecture, three hours. Hydrodynamics of a perfect fluid; two-dimensional problems; motion of an incompressible viscous fluid; Navier-Stokes equations;

viscous fluids in rotation; motion in three dimensions; introduction to motion of a compressible fluid.

**212A-B-C Mathematical Physics (4-4-4) F, W, S**

Lecture, three hours. Ordinary differential and partial differential equations; complex variables and special functions; matrices, eigenvalues and eigenvectors; numerical methods; perturbation theory; integral equations; calculus of variations, elements of group theory.

**213A-B Electromagnetic Theory (4-4) W, S**

Lecture, three hours. Electrostatics; magnetostatics; relativity; classical electron theory; fields in vacuum and matter; retardation; radiation and absorption; dispersion; propagation of light; diffraction; geometric optics; theories of the electric and magnetic properties of materials; scattering.

**214A-B Statistical Physics (4-4) F, W**

Lecture, three hours. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics; ensemble theory, ideal and imperfect gases; thermodynamic properties of solids; cooperative phenomena; phase transitions of first and second order; fluctuations.

**214C Many Body Theory (4)**

Lecture, three hours. The Green's function approach to the theory of many body systems at finite temperatures will be discussed. The techniques of diagrammatic perturbation theory will be introduced and applied to a few specific problems to illustrate the methods. Not offered 1975-76.

**215A-B Quantum Mechanics (4-4) F, W**

Lecture, three hours. Foundations of quantum theory; Dirac notation, basic operators and their eigenstates; perturbation theory; variational method; spin; Clebsch-Gordon coefficients; structure of atomic systems; scattering theory; formal collision theory; semi-classical radiation theory.

**215C Relativistic Quantum Mechanics (4) S**

Lecture, three hours. Quantization of the electromagnetic field, relativistic quantum mechanics, second quantization of many body systems.

**217A Particles (4) W**

Lecture, three hours. An advanced survey of high energy phenomenology. Elementary particle quantum numbers, isotopic and unitary spin multiplets, symmetries (e.g., parity, charge conjugation, and time reversal), S-matrix, production and decay mechanisms, and current trends in theory.

**217B Nuclei (4)**

Lecture, three hours. Topics will be selected from: the two-body problem, low energy nucleon-nucleon scattering, structure of light nuclei, nuclear reactions and resonances, models of complex nuclei, theories of the fission process, nuclear shapes and deformations, and alpha, beta, and gamma emission processes. Not offered 1975-76.

**217C Astrophysics (4)**

Lecture, three hours. Stellar structure and evolution; formation of the elements; supernova; pulsars; quasars; origin of cosmic rays. Not offered 1975-76.

**218A Plasma Physics (4) S**

Lecture, three hours. Orbit theory, hydromagnetics, plasma waves, applications to astrophysics and controlled fusion.

**218B Low Temperature Physics (4) W**

Lecture, three hours. Possible topics include: properties of superfluid helium, and phenomenological theories of superfluid helium, phenomenology of the superconduction state, discussion of experimental methods in low temperature physics.

**218C Solids (4) F**

Lecture, three hours. Possible topics include: crystal properties, lattice dynamics of solids, electronic band structure of solids, theories of metals and semiconductors, magnetism and superconductivity, with special emphasis on elementary excitation in solids.

**232A-B Applications of Group Theory (4-4) F, W**

Lecture, three hours. The role of symmetry in physical problems. First quarter, finite groups; second quarter, continuous groups. 232B can be taken without 232A. Abstract group theory and theory of group representations. Perturbation theory, selection rules, crystal tensors, molecular vibrations, Jahn-Teller theorem, directed valence, time reversal symmetry, double groups, crystal field splittings of atomic levels. Continuous groups and particle physics. Full rotation group, Clebsch-Gordon coefficients, the Wigner-Eckart theorem, Racah coefficients, the Lorentz group, unitary groups.

**235A-B Advanced Quantum Mechanics (4-4) F, W**

Lecture, three hours. Fall: Lagrangian formalism, second quantization, interacting fields, perturbation theory. Winter: Feynman graph techniques, renormalization, symmetries, PCT theorem, connection between spin and statistics.

**237A-B-C Elementary Particle Theory (4-4-4) F, W, S**

Lecture, three hours.

**238A-B-C Solid State Theory (4-4-4) F, W, S**

Lecture, three hours. Bonding in solids; crystal symmetry and group theory; elastic properties of crystals; lattice vibrations, interaction of radiation with matter; cohesion of solids; the electron gas; electron energy bands in solids; ferromagnetism; transport theory; semiconductors and superconductors; many-body perturbation theory.

**239A-B-C Plasma Physics (4-4-4) F, W, S**

Lecture, three hours. The properties of plasmas, with major emphasis on fully ionized gases. Introduction to modern theoretical treatments. Applications to problems such as controlled thermonuclear fusion, propulsion, energy conversion, and the space sciences.

**240 Relativistic Astrophysics (4) S**

Lecture, three hours. Applications of general relativity to astrophysical problems. Gravitational radiation and its detection. Theoretical structure of collapsed objects and their observed counterparts (white dwarfs, neutron stars, and black holes). The behavior of matter and radiation very early in the history of the universe.

**255 General Relativity (4) W**

Lecture, three hours.

**Special Topics in Physics (260-279)**

These courses are designed to acquaint students with the basic concepts and methods underlying current research activity in selected branches of physics.

**260A-B-C Topics in Solid State Physics (4-4-4) F, W, S**

Seminar designed to acquaint students with recent advances in solid state physics. Lectures from the Physics Department (both faculty and graduate students), other UCI departments, and other institutions. May be repeated. Prerequisite: consent of instructor.

**261A-B-C Advanced Plasma Seminar (4-4-4) F, W, S**

Advanced topics in plasma physics: wave propagation, nonlinear effects, kinetic theory and turbulence, stability problems transport coefficients, con-

tainment. Applications to controlled fusion and astrophysics. Students will do much of the work. Prerequisite: Physics 239 or equivalent.

**262A-B-C Topics in Modern Astrophysics (4-4-4)**

Lecture, three hours. Not offered 1975-76.

**263A-B-C High Energy Seminar (4-4-4) F, W, S**

Discussion of advanced topics and reports of current research results in theoretical experimental high energy physics. May be repeated for credit. Prerequisite: consent of instructor.

**264A-B-C Seminar in Conceptual Physics (1-1-1) F, W, S**

Discussion of physics as an interrelated discipline, practice in oral presentation of ideas and problems. Required of all graduate students who have not passed the Ph.D. qualifying examination.

**266A-B-C Advanced Mathematical Methods (4-4-4)**

Lecture, three hours. Beyond the standard subjects now taught to physicists, introducing future theorists to the language and methods of post-1950 mathematics. Prerequisites are the standard Mathematical Physics courses and a willingness to participate actively. Not offered 1975-76.

**267A-B-C Current Problems in High Energy Physics (4-4-4) F, W, S**

Lecture, three hours. Study of current problems in experimental and theoretical high energy physics. Lectures mainly given by students. Course can repeatedly be taken for credit. Prerequisite: consent of instructor.

**295 Experimental Research (4 to 12)**

With the approval of a faculty member a student may pursue a research program in experimental physics. Typical areas include: low temperature physics, plasma physics, spectroscopy, solid state physics, and elementary particle physics.

**296 Theoretical Research (4 to 12)**

With the approval of a faculty member a student may pursue a research program in theoretical physics. Typical areas include: solid state physics, low temperature physics, plasma physics, and elementary particle physics.

**299 Reading of Special Topic (4)**

With special consent from a faculty member who will agree to supervise the program, a student may receive course credit for individual study of some area of physics.

# School of Social Sciences

Christian Werner  
*Dean*

Undergraduate and graduate education in the School of Social Sciences at UCI involves participation in an experiment. The School includes the traditional subject areas of anthropology, economics, geography, linguistics, political science, psychology, and sociology. However, the program, faculty, and students differ substantially from conventional counterparts elsewhere. The specific details of the differences are indicated below. The details are elaborations of a commitment on the part of the faculty and students to a modern social science. This commitment leads to educational programs with a three-way emphasis.

First, educational programs are built upon systematic empirical observation and quantitative analysis of human behavior. Thus, social science students must become familiar with the mathematical, computational, and statistical tools underlying modern social science. The availability of high-speed electronic computers, the development of mathematics oriented toward the problems of the social sciences, and the refinement of techniques for sampling, observing, and modifying human behavior have contributed major new elements to social science.

Second, many of the most interesting questions in the study of human behavior cannot be fixed within the traditional disciplinary boundaries of anthropology, economics, geography, cognitive linguistics, political science, psychology, and sociology. Some of the new and evolving areas which cross those orthodox disciplinary boundaries are political economy, geo-psychology, ethno-sociology, and psycholinguistics.

Third, important new problems confront society, and social scientists have a responsibility to help solve these problems. A rapidly changing technology, population explosion, urban concentration, the thrust of once underdeveloped societies, the strains of race relations, and the combined efforts of people and machines in problem solving are only a few of the problems which confront today's social scientists. To approach these and other contemporary problems, training in the social sciences must emphasize the basic analytical tools and the processes by which knowledge of human behavior is gained. Such training must also emphasize the exploration of the relations among the social sciences and between the social sciences and other disciplines.

At UCI, education in the social sciences is built upon the assumption that students play an active role in the entire educational process. To facilitate education, various resources are provided — students, faculty, courses, programmed instruction, library, community, lectures, sem-

inars, colloquia, laboratories, research aids, reading lists, discussion groups, and examinations. The faculty provides succor, advice, and occasional wisdom. Students, individually and collectively, make contributions to the learning process — by participating in regular seminars, proposing new educational materials, developing new programs, and by systematic self-directed study. The programs described here represent a careful effort on the part of faculty to define a modern approach to social science. They are not sanctified by tradition, authority, or pride. From time to time the faculty expects to propose modifications in the programs. It welcomes similar proposals from students, both to meet the educational needs of individual students and to improve the quality and relevance of the general program.

**Degrees Offered in the School**

Social Sciences .....	B.A., Ph.D.
Political Science .....	Ph.D.
Psychology .....	Ph.D.

**Bachelor of Arts** — Normally, the B.A. degree offered in the School carries only the general designation of "Social Sciences." However, a qualified student may request the Bachelor's degree in one of the following subfields: anthropology, economics, geography, political science, psychology, or sociology. Approval of such petitions is based on evaluation of the quality and extent of a student's training in the discipline under consideration.

**Doctor of Philosophy** — The Ph.D. degree is offered in three areas: political science, psychology, and social sciences. Within the latter category, a student may concentrate in areas such as anthropology, cognitive linguistics, economics, geography, sociology, and mathematical social science.

**Honors**

Honors at graduation, e.g., *cum laude*, *magna cum laude*, or *summa cum laude*, are awarded on the basis of grade point average. Of the graduating seniors, approximately 1% will be awarded *summa cum laude*, 3% *magna cum laude*, and 8% *cum laude*.

**UNDERGRADUATE PROGRAMS**

**Requirements for the Bachelor's Degree in Social Sciences**

The basic undergraduate degree program in the School of Social Sciences is a program in social sciences, and all students must fulfill the requirements for that degree. A student qualifies for a degree in Social Sciences by exhibiting:

- A. A basic understanding of important fields outside the social sciences. (See page 29 under University Requirements.) The normal program for majors in the School satisfies part of the breadth requirement (three courses in the School of Physical Sciences) through the School's mathematics requirement.

- B. Familiarity with some basic mathematical, computational, and statistical tools underlying modern social science. Normally, this requirement is met by passing three courses in mathematics (Mathematics 5A-B-C or Mathematics 2A-B-C) or Social Sciences 11A-B-C or Social Sciences 100A-B-C, and one course in computer science.
- C. An understanding of the fundamental concepts, analytical tools, and methods of social science. This requirement is met by taking two courses in the School of Social Sciences bearing a one-digit course number.
- D. An understanding of important advanced areas in social science. Normally, this requirement is met by passing satisfactorily nine upper-division courses in the School of Social Sciences, where at least three of these courses comprise a module. (See "Courses in Social Science" below for a discussion of course modules.) For modules which are listed with more than three courses, the student may normally elect to take any subset of three courses in the module. Appropriate substitutions may be made upon petition. In particular, for modules which are listed with less than three courses, the student may petition to complete the module with appropriate courses.
- E. Four additional social science courses from any level.

Students who have met the requirements for a Bachelor's degree in social sciences and who wish to receive the degree in one of the subfields in which they are qualified (i.e., anthropology, economics, geography, political science, psychology, or sociology) may do so through certification of their qualifications by a petition approved by the Dean and two faculty members in the subfield.

Students are reminded that the Pass/Not Pass option is normally not applicable to course requirements B through E. (See page 34 under Academic Policies.)

### Planning a Program of Study

The requirements above are specified in the form of knowledge gained rather than specific courses taken, and the School encourages students to satisfy requirements by examination. Requirements have been made in order to facilitate the planning of a basic program of study in social sciences. Appropriate substitutions may be made for any of these requirements by petition to the Dean.

The following guidelines represent one way of planning a program of study. Since there are many alternative ways to plan a program, students should consult with their assigned faculty advisors or visit the undergraduate advising office (627 Social Science Tower) to design an appropriate program of study.

Students who enter the major in their freshman year might begin by taking a one-digit course in one of the social sciences disciplines, plus Social Science 1, and one of the mathematics sequences listed under

part B of the requirements. It is a good idea to take these courses early since they include fundamental concepts that will be widely applicable in more advanced courses. In addition, six courses for the breadth requirement and an elective might be taken during the first year. In the sophomore year, the student might complete the course on computing, three courses toward the breadth requirement, four courses in social sciences, and four electives. For students who are planning to go on to graduate school, the freshman and sophomore years can be used to advantage to take courses in theory, research methods, mathematics, and other areas important to graduate study. In the junior and senior years, the student should take courses in specialized areas of social science and should create an individualized program of study through a combination of courses and course modules which fall in an area of interest. Particular attention should be paid to completing an approved three-course module prior to graduation.

### Transfer Students

**Freshmen and Sophomores:** Students transferring to UCI as freshmen or sophomores will fulfill the regular requirements of the four-year program either through work at UCI or through transfer credit for comparable work elsewhere.

**Juniors:** Junior transfers with good records at other accredited colleges and universities will normally be presumed to have satisfied requirements A. and C. above. Students anticipating transfer to UCI in their junior year, however, should attempt to plan their program so as to anticipate the special mathematics requirements of the program (requirement B. above). Every effort will be made to accommodate individual variation in background, provided students are prepared to commit themselves to intensive work in areas of deficiency. Ordinarily, the typical two-year program for junior transfers is simply the last two years of the regular four-year program, except that students who have not satisfied the mathematics requirement in the School should plan to do so in the junior year and must do so before graduation.

**Seniors:** Students wishing to graduate with a degree in the School by transferring in their senior year should plan their work carefully to ensure that the requirements can be met in one year of residence. In general, differences between the program at UCI and programs elsewhere make senior transfers difficult.

### Mathematics and Social Science

The mathematics requirement stems from the nature of modern social science. To an increasing extent, the concepts and terms of mathematics, statistics, and computers are an important part of the social scientist's vocabulary. Basic knowledge of these tools is necessary to an understanding of current literature in these fields, to the analysis of data, and to an intelligent use of models in social sciences. Each candidate for a degree in the School of Social Sciences is expected to have a basic knowledge of probability, statistics, and computing. In addition, for

students who are preparing for graduate school in an area of social science, it will be important to supplement the minimal mathematics requirements with additional courses related to mathematics and social science methodology. The particular courses which would be recommended are not specified here, however, since they are highly dependent on the major emphasis of the student. Students who are preparing for graduate study should consult their advisors to determine a program of study which will give them the research skills necessary for successful graduate work.

## GRADUATE PROGRAMS

The School of Social Sciences offers instruction leading to the Ph.D. degree; it does not offer an M.A. program.

Graduate education at the School is quite different from what exists at most American institutions of higher education. Irvine's uniqueness stems from its three defining characteristics: the emphasis on interdisciplinary and adisciplinary work; the committee system; and the high value placed on students being intellectually self-generating, reflective, and innovative. The first two characteristics are, in fact, derivative of the third.

**The Interdisciplinary and Adisciplinary Focus:** Many social scientists have long found it difficult to classify their intellectual interests within any single of the seven traditional social science disciplines: anthropology, linguistics, economics, geography, political science, psychology, and sociology. For instance, those who are concerned with such problems as authority, choice, conflict, interaction, organizations, and urban affairs are likely to find the traditional disciplinary boundaries irrelevant. This problem has long been signalled by the existence at major universities of such dual-title graduate programs as those in political economy and social psychology. There would seem to be no purpose, however, in multiplying and recombining these titles endlessly. In fact, to the extent that we consider social science to be the study of human behavior, the number of potential, distinct foci of interest (and corresponding labels which identify these concerns) is only limited by the imaginativeness of social science practitioners. Since the School of Social Sciences at Irvine is totally committed to innovative reflection on the nature of human behavior, we assiduously avoid any barrier to intellectual curiosity. Requiring students only to pursue interests definable by disciplinary or interdisciplinary titles would be such a barrier. Conversely, it would equally be a barrier to imaginativeness to require students *not* to have intellectual concerns which are conveniently encompassed by the traditional disciplines. Hence, the School establishes no artificial limits on the types of concerns which are intellectually worthy of reflection and/or research.

**The Committee System:** In addition to its interdisciplinary and adisciplinary emphasis, a major defining characteristic of graduate education at the School of Social Sciences is the committee system. Students work in close conjunction with a committee of at least three faculty

members to devise and carry out a coherent program of study which is "tailor-made" for their intellectual interests. Besides taking courses, much of a student's activity involves independent studies with members of the committee. As a result of the committee system, graduate students at Irvine play the major role in determining the form of their education. This system works successfully only to the extent that students learn early to be self-generating and reflective.

In sum, the Irvine environment is likely to be congenial for those who are dissatisfied with an education in which they play only a very small role in determining what they should learn, feel uncomfortable when asked to categorize themselves according to a predetermined set of boxes, and seek to be intellectually innovative and imaginative.

### **General Requirements for the Ph.D.**

**Length of Study.** The faculty envisions a student's Ph.D. program to be of approximately three to four years' duration. Students will devote the first year to the explorations and preparation necessary to defining and mastering a coherent field of study. They will continue this preparation into the second year, during the course of which they will also submit a dissertation proposal. The third year will usually be devoted to dissertation research and writing. In some instances, of course, pre-dissertation work will require more than two years; and those dissertations demanding extensive field research may require more than one year to complete. In addition, all students will be expected to acquire mathematical and language tools appropriate to their studies.

**Residence.** Intellectual training of the sort we propose requires full-time, undivided commitment. We do not ordinarily accept part-time students.

**Teaching.** Teaching experience is required of all Ph.D. candidates. The requirement is normally fulfilled by the equivalent of fifty percent time as a Teaching Assistant for one academic year.

**Mathematics.** Much current research in the social sciences employs more or less sophisticated mathematical techniques as a tool for gaining insights into the nature of human behavior. All of our graduate students are expected to have a basic grasp of these techniques. Each student's committee will establish the student's specific requirements.

**Language.** A knowledge of one foreign language (normally French, German, or Russian) at the level appropriate to the student's research concerns is required. Each student's committee will state the specific requirements. For those proposing to engage in field research, this may involve interviewing capabilities. For others, working in areas where little or no foreign language materials are relevant, a correspondingly lower level of competence will be sufficient.

**Examinations.** The scope and format of the advancement to candidacy examination will be determined by the student's committee who, along

with additional members of the faculty (one of whom is not in the School of Social Sciences), will ordinarily serve as the examiners. These examinations may be written or oral or both and will usually be conducted after approximately two years of residence.

**Dissertation.** The dissertation will normally be supervised by the student's committee. The student will be expected to conduct a colloquium on the dissertation some months after the research has been initiated. This colloquium, designed to give the student scholarly criticism at the point it will do the most good, will replace the customary defense.

### **Specific Requirements for the Ph.D. in Social Science**

The Ph.D. in Social Science is offered to those students whose interests do not fall neatly within traditional disciplinary boundaries – for instance, those who might wish to concentrate their work in such areas as authority, cognition, cognitive linguistics, decision making, development, ethnomethodology, interaction, language and behavior, mathematical behavioral science, organizations, social psychology, and urban affairs.

The general requirements set out above largely describe the Ph.D. program in social science. The course of study will be individually constructed by the student in conjunction with faculty advisors. Besides satisfying the mathematics and language requirements and writing a dissertation, the social science student should be able to demonstrate:

1. Proficiency in some field of inquiry, however defined. It is notoriously difficult to specify exactly what constitutes Ph.D. level competence in a subject matter area. Students will normally be expected to append to their degree programs a bibliography and a list of courses to be undertaken. Proficiency will be tested prior to admission to candidacy by written and/or oral examinations and inspection of the student's completed research papers.

2. An understanding of the major techniques of social analysis and their application in social science disciplines. This understanding must include a grasp of theoretical and empirical techniques, as well as the results achieved from their use.

### **Specific Requirements for the Ph.D. in Psychology**

The course of study in psychology follows closely that of social science. The specific requirements which students are expected to meet are determined by the committee supervising their work.

### **Specific Requirements for the Ph.D. in Political Science**

The course of study in political science follows closely that of social science. The specific requirements which students are expected to meet are determined by the committee supervising their work.

## SOCIAL SCIENCES FACULTY

- Christian Werner, Ph.D. The Free University of Berlin, *Dean of the School of Social Sciences and Professor of Geography*
- Thelma Adenika, Ph.D. Florida State University, Tallahassee, *Lecturer in Social Science and Teacher Education*
- Albert J. Ahumada, Jr., Ph.D. University of California, Los Angeles, *Assistant Professor of Psychology and Social Ecology*
- William H. Batchelder, Ph.D. Stanford University, *Associate Professor of Psychology*
- Henry Beck, Ph.D. Stanford University, *Assistant Professor of Politics and Human Sociobiology*
- Duran Bell, Ph.D. University of California, Berkeley, *Associate Professor of Economics*
- Paul Bernstein, Ph.D. Stanford University, *Lecturer in Political and Social Science*
- Arnold Binder, Ph.D. Stanford University, *Professor of Psychology and Social Ecology*
- Isabel M. Birnbaum, Ph.D. University of California, Berkeley, *Associate Professor of Psychology*
- John P. Boyd, Ph.D. University of Michigan, *Associate Professor of Mathematical Anthropology*
- Myron L. Braunstein, Ph.D. University of Michigan, *Professor of Psychology*
- Michael L. Burton, Ph.D. Stanford University, *Assistant Professor of Anthropology*
- Michael Butler, A.B. Harvard University, *Associate Professor of Social Science and Director of the Farm School*
- Douglas K. Chalmers, Ph.D. University of Iowa, *Associate Professor of Psychology*
- Benjamin N. Colby, Ph.D. Harvard University, *Professor of Anthropology*
- Peter W. Culicover, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Social Science and Director of Graduate Studies*
- James N. Danziger, Ph.D. Stanford University, *Assistant Professor of Political Science*
- Richard L. Degerman, Ph.D. Johns Hopkins University, *Associate Professor of Psychology*
- James Dunning, Ph.D. Claremont Graduate School, *Lecturer in Social Science and Admissions Officer*
- Gordon J. Fielding, Ph.D. University of California, Los Angeles, *Associate Professor of Social Science and Administration*
- Creel Froman, Ph.D. Northwestern University, *Professor of Social Science*
- Harold Garfinkel, Ph.D. Harvard University, *Professor of Social Science*
- Gordon G. Globus, M.D. Tufts University, *Associate Professor of Psychiatry & Human Behavior and Social Science*
- Louis Gottschalk, M.D. Washington University of St. Louis, *Professor of Psychiatry & Human Behavior, Social Ecology, and Social Science; Chairman of the Department of Psychiatry & Human Behavior*

- Henry Hamburger, Ph.D. University of Michigan, *Associate Professor of Mathematical and Computer Models*
- Joe T. Hart, Ph.D. Stanford University, *Associate Professor of Psychology*
- Sheen T. Kassouf, Ph.D. Columbia University, *Associate Professor of Economics*
- Mary Ritchie Key, Ph.D. University of Texas, *Associate Professor of Linguistics and Social Science*
- Jerome Kirk, Ph.D. Johns Hopkins University, *Associate Professor of Anthropology and Sociology*
- Charles Lave, Ph.D. Stanford University, *Associate Professor of Economics*
- Jean C. Lave, Ph.D. Harvard University, *Associate Professor of Anthropology*
- R. Duncan Luce, Ph.D. Massachusetts Institute of Technology, *Professor of Social Science*
- Craig MacAndrew, Ph.D. University of Chicago, *Associate Professor of Psychology*
- Frederick L. McGuire, Ph.D. New York University, *Associate Professor of Medical Psychology and Psychiatry & Human Behavior*
- Duane Metzger, Ph.D. University of Chicago, *Professor of Anthropology and Social Science*
- Louis Narens, Ph.D. University of California, Los Angeles, *Assistant Professor of Social Science*
- Robert Newcomb, Ph.D. University of California, Santa Barbara, *Lecturer in Social Science and Teacher Education*
- E. Mansell Pattison, M.D. University of Oregon, *Associate Professor of Psychiatry and Anthropology*
- M. Ross Quillian, Ph.D. Carnegie-Mellon University, *Associate Professor of Social Science*
- A. Kimball Romney, Ph.D. Harvard University, *Professor of Social Science*
- Harvey Sacks, Ph.D. University of California, Berkeley, *Professor of Anthropology and Sociology*
- William R. Schonfeld, Ph.D. Princeton University, *Assistant Professor of Political Science*
- Caesar D. Sereseres, Ph.D. University of California, Riverside, *Assistant Professor of Political Science*
- Volney Steffle, B.A. Reed College, *Lecturer in Psychology and Anthropology*
- Rein Taagepera, Ph.D. University of Delaware, *Associate Professor of Political Science*
- W.C. Watt, Ph.D. University of Pennsylvania, *Professor of Social Science*
- Kenneth Wexler, Ph.D. Stanford University, *Associate Professor of Psychology*
- Joseph White, Ph.D. Michigan State University, *Professor of Psychology and Comparative Culture*
- Jonathan Wiener, Ph.D. Harvard University, *Assistant Professor of History and Sociology*

Eleanor Wynne, M.A. University of Washington and M.A. University of Oklahoma, *Lecturer in Social Science and Director of Laboratory Preschool*

John I. Yellott, Jr., Ph.D. Stanford University, *Associate Professor of Psychology*

## COURSES IN SOCIAL SCIENCES

Courses in the School do not always resemble conventional university courses either in content or in format. Students at any level are encouraged to suggest areas of individual study and may (with faculty approval) pursue any intellectually challenging area within the social sciences. Such courses may include special seminars, study projects, individual papers, or any other useful educational activity. The faculty encourages students to present evidence that they have done interesting and original work and to receive official credit for that work by enrolling in an individual study course. Such courses are numbered 198 and 199 (undergraduate) and 299 (graduate).

Students from other schools are encouraged to take courses and talk with faculty within the School of Social Sciences. In addition to the introductory courses, many of the upper-division courses are open to students without previous work in social science.

All courses in the School are listed under Social Science. Since many of the courses touch on several areas of social science, a list of major areas of concentration is included in the description of a course. The classification terms used for this purpose are: anthropology, cognitive linguistics, economics, geography, political science, psychology, social science, and sociology. In addition, most upper-division courses are arranged in modules in order to provide continuity over individual courses, to facilitate long-range planning by students, and to encourage the pursuit of interdisciplinary programs of study. Students are encouraged to take advantage of the module concept to acquire experience in several integrated sets of courses. *It is not necessary, however, for students to take all courses listed in a module; module courses may be taken individually.*

The specific courses offered in module form may vary from year to year, but the structure of the curriculum will remain stable. Ordinarily, a student can expect to find at least one module offered in each broad area each year. By observing the content area of courses and by making effective use of module sequences, a student can assemble an individual program of study in a particular discipline or in an interdisciplinary area.

To supplement the basic course sequences and to provide both graduate and undergraduate students with the experience of pursuing a subject in depth, the School offers a number of "special topics" courses. The specific topics to be covered in any quarter are announced at the time of pre-registration.

Listed below are course descriptions of some of the proposed courses to

be offered during 1975-76. A final, complete listing of the courses offered will be available prior to the beginning of each quarter in 627 Social Science Tower. Students who are interested in obtaining this material may receive copies by visiting, or writing to, the School of Social Sciences.

## LOWER-DIVISION COURSES IN SOCIAL SCIENCES

### 1 Introduction to Analysis (4) W

Lecture, two hours; discussion, one hour; seminar, two hours. Basic introduction to the art of using analytical models: how to create, test, use, and love them. Primary emphasis on developing skill and creativity in using concepts to predict, understand, and influence human behavior.

### 2 Introduction to Anthropology (4) F, W

Lecture, three hours. Basic introduction to anthropology.

### 3 Introduction to Cognitive Linguistics (4) F, S

Lecture, two hours; discussion, one hour. Foundation course, a basic introduction. Particular emphasis on the notion that language is a remarkable achievement of the human mind. Current insights into the nature of language; how language is to be described, and why it makes a difference how one describes it; language and thinking; related topics.

### 4 Introduction to Economics (4) F, W, S

Lecture, three hours. Basic introduction to economics.

### 5 Introduction to Geography (4) F, W

Lecture, one hour; laboratory, two hours. Basic introduction to geography.

### 6 Introduction to Political Science

Basic introduction to politics, society, and social issues.

#### 6A Theorizing About Politics (4) W

Lecture, two hours; discussion, one hour. What is politics? What are the theoretical and philosophical bases for different types of political arrangements? How do these perspectives get translated into reality? These are the types of questions with which the course shall deal. Among others, the work of Rousseau, Locke, Mill, and Marx will be read.

#### 6B Quantitative Political Science (4) F

Lecture, two hours; laboratory, two hours. A quantitative discussion of how states grow, decay, fight, trade and cluster together, and how people group themselves, fight, get along, and reach agreements. Prerequisite: high school mathematics.

#### 6E Introduction to Comparing Political Systems (4) F

Lecture, two hours; discussion, one hour. Presents various analytic methods used to compare political systems. Emphasis on examination of theories and research with national political systems as units of analysis; does *not* focus on a specific set of three to five countries. Explores the central concern of political science: understanding how it is possible to compare political units and make meaningful statements about them.

### 7 Introduction to Psychology (4) F, W, S

Lecture, three hours; quiz, one hour; laboratory, one hour. Weekly topics include: human development, memory and problem solving, learning theory, perception, biological mechanisms, emotion and motivation, personality theory, social psychology, and behavior disorders. Students expected to volunteer for participation in several ongoing laboratory experiments.

**8 Introduction to Sociology (4) F**

Lecture, three hours. Introduction to sociology and social psychology.

**11A-B-C Probability and Statistics in the Social Sciences (4-4-4) F, W, S**

Lecture, three hours; laboratory, one hour. An introduction to probability and statistics. The emphasis is on thorough understanding of probabilistic and statistical logic and methods, as used in the social sciences. Examples from anthropology, economics, geography, political science, psychology, and sociology.

**24 Children (4) W**

Lecture, three hours; laboratory, one hour. A multidisciplinary introduction to children, drawing on material from psychology, sociology, anthropology, political science, linguistics, folklore, art, history, and students' observations. Students who like to be around children should come prepared to observe, read, and think. Students who like to observe, read, and think should come prepared to spend time around children. (Emphasis: psychology, anthropology, sociology)

**50 Courses Introductory to Special Areas****50A Acquisition of Language (4) W**

Lecture, two hours; discussion, one hour. Examination of recent work concerning the linguistic development of the child. (Emphasis: cognitive linguistics, psychology, sociology, anthropology)

**50B The Evolution of Landforms (4) S**

Lecture, three hours. Introduction to geomorphology; major forces which shape the relief of the earth's surface and the forms which result from their activity. General principles demonstrated using examples from western United States with special emphasis on California. (Emphasis: geography)

**50C Introduction to Marriage and the Family (4) F**

Lecture, three hours. Basic issues concerning marriage, family, and kinship. Emphasis on cross-cultural and cross-societal comparisons. Kinship groups, the nature of human marriage, relationships of the family to other social institutions, child rearing, plural marriages, family politics, speculations concerning the future of the family. (Emphasis: anthropology, sociology, psychology)

**50D Seminar in Experimental Psychology (4) F, W, S**

Seminar, three hours. Roundtable discussion and analysis of problems involved in doing experiments and in drawing conclusions from experiments. For students who might consider a research career in the social sciences, particularly psychology. Focus on questions such as "How are hypotheses developed and tested?" and "What problems arise in designing experiments and in collecting and interpreting data?" (Emphasis: psychology)

**50F Freshman Seminar in Communication (4) F, W**

Lecture, three hours. Topics in intrapersonal, interpersonal, and intercultural communication emphasizing the comparison of person-oriented with group-oriented communication. Models of communication processes in anthropology, social psychology, linguistics, and other disciplines are considered. (Emphasis: psychology, anthropology, social science)

**50G Aging and Old Age in American Society (4) F**

Lecture, three hours. A survey of the demographic, economic, social, and psycho-physical conditions of the elderly, with special reference to needed social services. (Emphasis: economics, sociology)

**50I Scientific Method in Psychology (4) W, S**

Lecture and discussion, three hours. An introduction to the bases for scientific

inquiry. What is "science?" Goals, methods, and assumptions of experimental psychology. (Emphasis: psychology)

**50K Introduction to Applied Behavioral Science (4) F**

Lecture and discussion, three hours. An introduction to applied behavioral science with emphasis on behavioral patterns and factors which influence their acquisition and performance. Theories and principles from the fields of learning, motivation, and personality. (Emphasis: psychology)

**50L The Ixil Maya (4) F, W**

Lecture, two hours; laboratory, one hour. A case study in ethnography. The life and culture of the Ixil Maya Indians of highland Guatemala are described and analyzed. Prerequisite: Social Science 2. (Emphasis: anthropology)

**50R Gypsies, Tramps, and Thieves: Authority and Control in Subcultural Groups (4) S**

Lecture, two hours; discussion, one hour. This course is designed to introduce students to the nature of authority interaction within "closed" subcultures. In addition, we shall be concerned with the style of "international relations" these social units establish with other groups. Finally, the ways in which distinct theoretical approaches determine our descriptions of these groups will be considered. (Emphasis: sociology, political science)

**50Y Introduction to Cognitive Psychology (4) F**

Lecture, three hours. An introduction to the modern psychological study of the mind. The course will cover such topics as human memory, attention, and pattern recognition. Prerequisite: Social Science 7.

**50Z Human Sexual Behavior (4) F**

Lecture, three hours. An interdisciplinary approach to physiological, psychological, and sociological aspects of human sexuality. Topics will include: the human sexual response, gender development, sexual misconceptions, variant life styles, sexual dysfunctioning, fertility, pregnancy, abortion, and birth control. (Emphasis: psychology, sociology)

**80 Lower-Division Special Topics**

**80A-B-C Ethnography I, II, III (4-4-4) F, W, S**

Introductory topics in ethnography. (Emphasis: anthropology)

**80D American Society and Politics (4)**

Lecture, two hours; discussion, one hour. Introductory course. Provides a public policy approach to the study of the American political process, explores the impact of such factors as centralization, bureaucratization, technology. Quarterly deals with specific public policy issues such as minority politics, etc. (Emphasis: political science, social science, sociology, economics)

**80E Latin American Comparative Politics (4)**

Lecture and discussion, three hours. Processes of institutional changes, development, violence, and military politics. Specific attention will be given such countries as Mexico, Guatemala, Cuba, Peru, Brazil, Colombia, and Chile. (Emphasis: political science)

**80F United States Foreign Policy (4)**

Lecture and discussion, three hours. Stresses the changing international perspectives, policy instruments, and processes of decision making in the six U.S. presidential administrations since 1945. (Emphasis: political science)

**80X The Mind of Primitive Man (4)**

Lecture, three hours. Various beliefs and institutions of modern society analyzed from the anthropological perspective. A cultural item is understood in this framework when it is placed in the context of its possible alternatives,

when its function in relation to other items is described, and when its truth value, if any, is compared with the scientific point of view. Topics include religion, cults, fads, therapies, subcultures, prejudice, rituals, and how we come to believe, join, and accept these things. (Emphasis: anthropology)

## Quantitative Social Science – Lower-Division

### 90 Inexact Quantitative Methods (4)

Lecture, two hours; laboratory, two hours. Focuses on how to make the most out of imperfect data and/or a limited knowledge of mathematics. Simplifying approximate calculations, estimates of magnitudes, use of graph paper and slide rule, and detection of logical-quantitative errors are applied to problems from real life and political science literature. (Emphasis: social science, political science)

### 91 Measuring Performance (4) W

Lecture, three hours. Applying statistics to performance assessment. Examples will be from sports (individual and team assessment), but methodology is generally applicable to social and biological sciences. Models will include binomial, poisson, regression, and scaling. Prerequisite: Mathematics 5A. (Emphasis: social science)

### 96 Structures (4) F

Introduction to structural models of human thought, language, and social behavior. Mathematics used in these models will be taught and will include abstract algebra, graph theory, and formal languages. Prerequisites: Mathematics 5A-B-C or 2A-B-C. (Emphasis: social science)

## UPPER-DIVISION COURSES IN SOCIAL SCIENCES

### Quantitative Social Science

Courses and modules emphasizing quantitative social science are assigned numbers from 100-109. Courses with related content are grouped together in modules under the same course number so that students may more easily plan a program of study. Usually, courses in a given module may be taken independently, in any order, regardless of the assigned suffix.

#### 100 Quantitative Methods

##### 100A-B-C Social Science Statistics (4-4-4) F, W, S

Lecture, four hours; laboratory, two hours. Descriptive aspects of some basic statistics. Computer exercises. (Emphasis: social science)

##### 100D Quantitative Methods for the Social Sciences (4) S

Seminar, three hours. Discussion will focus upon the inferential techniques and concepts associated with some basic statistics. These seminars will present a discussion of quantitative methods as practiced within the student's area of academic emphasis and will develop realistic data which will be used to exemplify the concepts offered in 100C. Prerequisites: Social Science 100A-B and concurrent enrollment in 100C.

##### 100E A Probabilistic World (4) S

Seminar, three hours. Students will learn through helping prepare and test materials for teaching basic probability. A basic course for those who have some positive experience with math or computers and who like to understand

things thoroughly. Not designed for those thoroughly acquainted with probability unless they are good programmers or have strong interest in making formal ideas accessible to others. Not open to students currently taking Mathematics 5C. (Emphasis: social science)

**100F-G Advanced Mathematical Methods (4-4)**

Certain quantitative techniques in current use by social scientists that are not covered in introductory courses will be taken up: factor analysis, multidimensional scaling, partial, multiple, and hybrid correlational measures, measures of the strength of a statistical relationship, the logic of testing a mathematical model with unknown parameters, introduction to measurement in the social sciences, elementary stochastic processes, difference equations, and graph theory. Prerequisites: Mathematics 5A-B-C or 2A-B-C and a mathematics or quantitative method course. (Emphasis: social science)

**101 Analysis of Data**

**101A-B Data Analysis I, II (4-4) F, W**

Lecture, three hours. Practical applications-oriented course on multiple regression. How to discover and explore general socio-economic models in your data. Prerequisite: simple probability and statistics. (Emphasis: social science)

**101C Understanding Social Facts (4) W**

Discussion, two hours; laboratory, two hours. Focus on perspectives toward the question of what constitutes sociological knowledge and processes through which competent investigators have built sociological arguments from data. Examination of several types of research techniques. (Emphasis: social science, sociology, anthropology, psychology, economics)

**101D-E Econometrics I, II (4-4)**

Lecture, three hours. Specification of mathematical models in social science. Single equation models and linear regression. Prerequisite: Mathematics 6A, 3A, or permission of instructor. (Emphasis: economics)

**101F-G Techniques of Data Collection and Analysis (4-4) F, W**

Lecture, three hours. Basic methods and theories of similarity data collection. Includes: survey of data collection methods, the choice and design of data collection instruments, collection of data from one semantic domain by several methods (e.g., item-by-use matrices, sorting, triads). Prerequisite: Mathematics 5A-B-C or permission.

**102 Computer Software**

**102A Computer Software for Experimental Design (4) F**

Lecture, three hours. Principles of experimental design in psychology, centering on computer programs for analysis of variance and the general linear model. Factorial, randomized block, split-plot, Latin square, Graeco-Latin square, covariance, and mixed designs are considered. Homework examples involve computer programs used in the analysis of experimental data. Prerequisites: Information and Computer Science 1 and a course in introductory statistics. (Emphasis: social science, psychology)

**102B Computer Software for Survey Analysis (4)**

Lecture, three hours. Introduction to principles of computer-based questionnaire design and survey analysis. Training in data screening procedures, selection and validation of questionnaire items, graphic display of multidimensional contingency tables, dynamic cross-tabulation techniques, automatic re-scaling and re-coding procedures, construction of attitude scale composites, normalization and reduction of tables, casual analysis of associations, and related procedures. Prerequisites: Information and Computer Science 1 and a course in introductory statistics. (Emphasis: social science)

**102C Computer Software for Response Surface Mapping (4)**

Lecture, three hours. Introduction to techniques of computer mapping: trend surface analysis, spatial clustering, contour mapping, spatial smoothing, and interpolation. Exercises involve mapping of spatial distributions, e.g., variations in air pollution, housing densities, land values, buying power, etc. Prerequisites: Information and Computer Science 1 and a course in introductory statistics. (Emphasis: social science, geography)

**106 Mathematical Models**

**106A Mathematical Sociology (4)**

Lecture, three hours. Topics in formal and quantitative description of social processes, and use of mathematical language to state results of standard forms of social research, particularly sample surveys. J.S. Coleman's use of continuous-time stochastic processes to model relationships among social attributes applied to a variety of data. Students develop and present simple model schemes with broad social science application. Prerequisite: experience with calculus and probability theory. (Emphasis: sociology)

**106B Mathematical Models in Psychology I (4)**

Lecture, three hours. Concentration on probabilistic models for choice behavior, temporal processes (reaction time, etc.), and perceptual phenomena. Prerequisites: Social Science 7 and one course in statistics or probability theory. (Emphasis: psychology)

**106C Mathematical Models in Psychology II (4)**

Introduction to topics in measurement and scaling as applied to psychology, choice behavior, psychophysics, and applications of information theory. Prerequisite: Mathematics 5A-B-C or 2A-B-C or permission of instructor. (Emphasis: psychology)

**106D Models of the Brain (4) F, S**

Lecture, three hours. Introduction to selected topics in cybernetics, information theory, logic, nerve nets, pattern recognition, and learning machines. Prerequisite: Information and Computer Science 1. (Emphasis: psychology)

**107 Quantitative Political Science**

**107A Quantitative International Relations (4)**

Lecture and discussion, three hours. The use of quantitative methods in the study of international relations is demonstrated through lectures, solving of simple problems, student seminar papers, laboratory experiments, and simulation games. Prerequisite: one year of college mathematics or permission. (Emphasis: social science, political science)

**107B Politometrics (4) W**

Lecture and discussion, three hours. Lectures, home problems, and laboratory on measuring and model-building techniques. Prerequisite: one year of college mathematics or permission. (Emphasis: social science)

**107C Growth and Competition Equations (4)**

Lectures, discussion, and problems on exponential and logistic growth, arms races, mutual annihilation, and cooperation. Prerequisite: one year of college mathematics or permission. (Emphasis: social science)

**107D Seats and Votes (4) F**

Lecture, two hours; laboratory, one hour. A worldwide survey of electoral laws and their political consequences. Facts and theories about the U.S. elections: campaign resource allocation strategies; penalties on small states and parties; law of minimum winning coalitions; effect of the Electoral College. Prerequisite: one year of college mathematics or Mathematics 6B or permission of instructor. (Emphasis: social science, political science)

## Economic and Geographical Analysis

Course modules emphasizing economic and geographical analysis are assigned numbers from 110-119. Courses with related content are grouped together in modules under the same course number so that students may easily plan a program of study. Usually, courses in a given module may be taken independently, in any order, regardless of the assigned suffix.

### 111 Economic Theory

#### 111A-B Microeconomics I, II (4-4) W, S

Lecture, three hours. Fundamentals of price theory; determinants of supply and demand; operation of competitive and monopolistic markets; resource allocations; basic concepts of economic efficiency and of costs and benefits; imperfections of the market system. Prerequisite: Social Science 4 (may be taken concurrently). (Emphasis: economics)

#### 111C Macroeconomics (4) F

Lecture, three hours. Analysis of the factors which influence unemployment, inflation, recessions, and depressions, and the public policy measures available for dealing with these problems. Prerequisite: Social Science 4. (Emphasis: economics)

#### 111D Flow of Funds Analysis (4)

Lecture, one and one-half hours; seminar, one and one-half hours. Analytical description of flow of funds accounts in U.S. economy. Prerequisites: Social Science 111A and 111C. (Emphasis: economics)

#### 111E Individual Decision Making (4) F

Lecture, three hours. Consideration of the problems associated with decision making under uncertainty. Discussion of the foundations of modern utility theory, random variables, probability distribution, opportunity loss, the value of perfect information, and Bayes' theorem. Prerequisite: Mathematics 5A. (Emphasis: economics, psychology)

#### 111J The Economics of Risk and Uncertainty (4) F

The theory of insurance and joint-ownership of risky enterprises; optimal procedures for the allocation of uncertain payoffs. Prerequisites: Social Science 111A-B. (Emphasis: economics)

#### 111K Economics of Pollution (4)

Economic approaches to understanding and solving pollution problems. The nature and causes of air, water and chemical pollution, and technological methods of control. Economic externalities, kinds of pollution taxes, cost-benefit analysis, public goods, relationship between pollution and GNP. Related legal, political, and international factors. Prerequisite: one course in economics. (Emphasis: economics)

#### 111L Portfolio Selection and Capital Market Theory (4)

Optimal design of portfolios based upon mean-variance characteristics. An examination of the efficiency of present day capital markets. Prerequisites: Social Science 111A-B or permission. (Emphasis: economics)

### 112 Labor Economics Theory

#### 112A Urban Location and Economic Performance (4)

Lecture, three hours. Economic effects of residential location within metropolitan areas for different ethnic groups. Prerequisite: Social Science 4. (Emphasis: economics, sociology, geography)

**112B The Economics of Discrimination (4)**

Lecture, three hours. Examination of differential wage rates between races. Prerequisite: Social Science 4. (Emphasis: economics)

**112C Manpower Policy (4)**

Lecture, three hours. Examination and evaluation of U.S. manpower policy during the 1960s with implications for the future. Prerequisite: Social Science 111A. (Emphasis: economics)

**113 Economic Institutions and Work Organizations**

**113A Migration, Modernization, and Economic Development (4)**

Lecture, three hours. Examination of the human causes and consequences of economic development to find an effective theory of economic and social change. Migration-modernization process examined from the viewpoint of economics (formation of human capital), and anthropology/sociology (cultural contact and change). Prerequisite: strong social science background. (Emphasis: economics, anthropology, sociology, social science)

**113B Work in Modern Society (4)**

Discussion, two hours; laboratory, one hour. Work as a productive activity in society; the person as a member of work organizations; work and personal life history. (Emphasis: sociology, social science)

**113C Introduction to Organizational Behavior (4)**

Discussion, two hours; laboratory, one hour. Analysis of the major analytical problems in understanding organizational behavior. Several problems selected for intensive analysis. Some work devoted to experimental design of a work situation from the standpoint of human behavior in it, analyzing the design for its human consequences. (Emphasis: sociology, social science, political science)

**114 Geographical Analysis**

**114B Natural and Man-Made Networks I (4) W, S**

Lecture and seminar, two hours. Emphasis on mathematical structure of network phenomena. Models of network development and operation constructed and tested against empirical examples — highways, subways, pipelines, rivers, etc. Prerequisites: Mathematics 5 and 6. (Emphasis: geography)

**114D-E Transportation Theory (4-4) F, W**

Lecture, two hours. Advanced topics in transportation systems analysis and planning; land-use and traffic generation; traffic flow and network theory; transportation impact; transportation policy. Emphasis on theoretical approaches and mathematical models. Prerequisites: Mathematics 5 and 6. (Emphasis: geography, social science)

**114L Urban Policy (4) F**

Lecture, three hours. The first quarter of a series of urban policy issues in view of the principles of urban politics and urban administration. Special emphasis will be on transportation problems. (Emphasis: social science, geography)

**114M Urban Theory (4) W**

Urban theory as it pertains to American metropolitan areas. Location theory, central place theory, and theories of urban land use and social areas. Prerequisite: Social Science 114L or permission. (Emphasis: geography)

**114N Urban Analysis (4)**

Analysis of urban activity systems combined with an in-depth study of one Southern California community encountering social and economic change. Focus on the applicability of various theories of urban structure. Economic base studies, demography, and social area analysis. Prerequisite: permission of instructor. (Emphasis: social science, geography)

## Society, Politics, and Social Issues

Course modules emphasizing society, politics, and social issues are assigned numbers from 120-129. Courses with related content are grouped together in modules under the same course number so that students may easily plan a program of study. Usually, courses in a given module may be taken independently, in any order, regardless of the assigned suffix.

### 121 Western World Society and Politics

#### 121A The American Community in Crisis (4) W

Lecture, three hours; optional discussion, one hour. General analysis of politics of the urban community. Main themes: analysis of various conceptual frameworks for the study of local political systems; examination of the attempt of the local political system to govern; nature of local-federal government relationship. (Emphasis: political science)

#### 121B Politics in Britain (4) W

Lecture, three hours. Examination of the politics and processes of government in Britain; operation of parliamentary government; responses of the political system to issues and problems in contemporary Britain. Issues include: racism and immigration policy; economic stagnation and entry into the Common Market; Northern Ireland; linkages between social class and politics. (Emphasis: political science)

#### 121C Presidents, Bureaucrats, and U.S. Foreign Policy (4)

Lecture and discussion, three hours. Presents the bureaucratic aspect of American foreign policy, including institutional relationships, bureaucratic processes, and personalities that affect the decision making process. Prerequisite: Social Science 80D or consent of instructor. (Emphasis: political science)

#### 121E Modern Democratic Theory (4) S

Lecture, three hours. An examination of contemporary theories of democracy. Some of the major questions to be considered are: What is democracy? What accounts for its stability or persistence? What is the meaning and role of participation in democratic theory? (Emphasis: political science)

#### 121F French Politics and Society (4) S

Seminar, three hours. A general overview of the nature of French politics and society. Some of the basic literature on France will be read and students will select a topic of particular interest to them. Prerequisites: none; however, students who have a reading knowledge of French will be particularly welcome in this seminar. (Emphasis: political science)

### 122 Eastern European Society and Politics

#### 122A Soviet Society and Politics I (4) W

Lecture, three hours; seminar, one hour. Overview of the Soviet socio-political structure, based on Western texts and on the current Soviet press. (Emphasis: political science)

#### 122B Soviet Society and Politics II (4) S

Lecture, two hours; discussion, two hours. Homework problems of a quantitative nature. Prerequisite: Social Science 50C. (Emphasis: political science)

#### 122C Czechoslovak Democratic Culture (4) S

Lecture and discussion, three hours. Three times in this century the Czechs and Slovaks have synthesized from their background as "center of Europe" a political economy and culture which is of value for comparison with other advanced industrial societies. Plays, films, political programs, translated news-

paper articles, and economic reform plans studied. (Emphasis: social science, political science, economics, sociology)

**123 Third World Society and Politics**

**123A Problems of Mininations (4)**

Lecture, one hour; seminar, three hours. Problems and opportunities of small nations from economic, ecological, and humanistic viewpoints (throwing new light on the problems of large nations). Independence, federation, and fusion alternatives examined. Students select one nation and prepare a talk and a paper. (Emphasis: political science, economics, geography)

**123B U.S.-Latin American Foreign Relations (4)**

Lecture and discussion, three hours. Changing pattern of hemispheric relations in the political, military, and economic spheres, including political alliances, trade patterns, the transfer to technology and capital, economic and military assistance, radical critiques of imperialism and underdevelopment, and the expanding role of nonhemispheric countries in Latin America. Prerequisite: Social Science 80C and 80D or consent of instructor. (Emphasis: political science)

**123C-D International Dominance and Dependence I, II (4-4) W, S**

Lecture and discussion, three hours. Observations on why and how some nations expand and dominate other states, and why and how some states become vulnerable to such domination, in order to build a scientific theory. (Emphasis: political science, economics, psychology, sociology, social science)

**124 Participation and Mass Communication**

**124A The Future of the Mass Media (4) W**

Lecture, three hours. Overview of literature on the mass media and comparisons of social and political beliefs such media foster to the beliefs of physical scientists. Role of personal influence in public and in scientific opinion; way in which beliefs in each system are created, modified, supported, and in some cases, revolutionized. Criticisms, defenses, and proposed changes in the mass media, especially changes that would increase citizen participation. (Emphasis: political science, sociology, social science)

**124B Participatory Forms of Social Organization (4) W, S**

Discussion, three hours. The meaning and effects of "participatory democracy." Science as an example of participatory enterprise. Other experiments in the U.S., China, and Yugoslavia. Prerequisite: Social Science 124A. (Emphasis: political science, sociology, social science)

**124D American Society and Politics: The Minority (4)**

Lecture, three hours. Assists the student to develop techniques and locate information that will help in monitoring and analyzing the public policy process. Attention on minority populations of Orange County. Policy issues discussed will include: census data, employment, education, housing, health and welfare, revenue sharing. (Emphasis: social science, political science)

## **Cultural and Cognitive Anthropology**

Course modules emphasizing cultural or cognitive anthropology are assigned numbers from 130-139. Courses with related content are grouped together in modules under the same course number so that students may easily plan a program of study. Usually, courses in a given module may be taken independently, in any order, regardless of the assigned suffix. NOTE: Students wishing to complete a module in the

anthropology series may do so by taking any three of the upper-division anthropology courses.

### 131 Anthropological Theory

#### 131A Kinship and Social Organization (4) W

Lecture, three hours. Organization of social life primarily in pre-industrial societies. Theories of kinship, marriage regulations, and social roles. Comparisons of psychological, sociological, and economic explanations of social organization. (Emphasis: anthropology, psychology, sociology, economics)

#### 131B Anthropological Theories about Ritual (4)

Lecture, three hours. History of the development (and failure of development) of anthropological thought concerning the social nature of ritual behavior. Closest thing to a course about the "great anthropologists." Prerequisite: Social Science 2. (Emphasis: anthropology)

#### 131C Comparative Models of Social Organization (4) S

Lecture, three hours. While focusing on a new model for explaining variation in social organizational features of some small face-to-face societies, covers previous theories concerning interrelations among domestic group organization, kinship terminology, ceremonial organization, subsistence patterns, etc. Prerequisite: Social Science 2. (Emphasis: anthropology)

#### 131D Comparative Studies of Technology and Resources (4)

Lecture, three hours. Survey of the physical and social techniques used by a variety of people across both time and space to determine the types of techniques found useful in various cultures for achieving survival and self-sufficiency in their various types of adaptation to their physical and social environments. (Emphasis: social science, anthropology, sociology)

#### 131E Economic Anthropology (4)

Lecture, three hours. The anthropological study of systems for production, distribution, and exchange of goods and services. Topics include: cultural rules for appropriate economic behavior; exchanges of ceremonial goods; primitive money; and the ethnographic study of American economic behavior. Prerequisite: one introductory course in general social science, anthropology, economics, or geography. (Emphasis: anthropology, economics)

#### 131F Psychological Anthropology (4)

Lecture, three hours. Children of different cultures often have radically different experiences with adults, other children, and their physical environment. Not surprisingly, these differences produce differences in what is learned, felt, and believed. Psychological anthropology is the study of these differences in experience and their consequences for the psychology of the adult. Prerequisite: Social Science 2 or Social Science 7. (Emphasis: anthropology, psychology)

#### 131G Cognitive Anthropology (4) S

Lecture, three hours. Focuses on individual and cultural differences and similarities in the categorization and organization of semantic structures. Relation of variations in these conceptual structures to other systems of behavior. (Emphasis: anthropology)

### 133 Mathematical Anthropology

#### 133A-B-C Mathematical Anthropology I, II, III (4-4-4)

Lecture, three hours. Course aims to consider a variety of substantive problems dealt with by anthropologists and to see what can be done through formalizing this organized complexity, using a variety of formal, mathematical, statistical or computer based techniques. The course will focus on a three module model: (1) language, meaning, and behavior, (2) inter- and intra-organ-

izational processes — communication, exchange, bargaining and coalition formation, decision processes, and (3) technology and resources, and consider techniques for describing the structure and processes in each module as well as the inter-module interactions, from the point of view of both short run experimentation and longer run forecasting and contingency planning. Prerequisite: upper-division standing. (Emphasis: social science, anthropology, sociology)

### 135 Discourse

#### 135A Preliterate Literature (4)

Lecture, three hours. Literatures of people mainly without writing systems and technologically “primitive.” Song, magical spells, chanted boasts and epics, erotic poetry, and other preliterate literature considered from peoples ranging from (indigenous) North and South America through Africa and Asia to Oceania and Australia. Topics include the social and psychological aspects of preliterate literature and stress the esthetic dimension. (Emphasis: anthropology)

#### 135B Symposium on Representations of Human Discourse (4)

Symposium, three hours. Taught by three instructors discussing, analyzing, debating, and occasionally reaching agreement. Human discourse and its representations in literature, scientific writings, drama, movies, etc. Prerequisite: permission of instructors. (Emphasis: social science, anthropology)

#### 135C Narrative Processes (4)

Seminar, two hours. The poetic, symbolic, and eidochronic structures of folktales are analyzed to develop a theory of narrative culture. (Emphasis: anthropology)

### 136 Iconics

#### 136A The Study of Symbols and Designs (4) F

Lecture, three hours. An introduction to iconics, the study of graphic or two-dimensional “languages.” A close look at such iconic “languages” as Chinese characters, Nevada cattle-brands, Mayan design motifs, pottery patterns, ancient alphabet, devil signs, etc. How to arrive at a deeper understanding of such languages by constructing their “grammars” — sets of rules for generating them. (Emphasis: cognitive linguistics, anthropology)

#### 136B Advanced Iconics (4)

Lecture, three hours. The further study of two-dimensional “languages.” Full-scale “grammars” for such languages will be discussed; these generative characterizations used to try to understand how such languages evolve in time and how they are realized in our minds. Early history of the archaic ancestors of the “English” alphabet, including epichoric variations and evolution through “mistakes,” with comparison to the mistakes made by children. Prerequisite: Social Science 144A. (Emphasis: cognitive linguistics, anthropology, psychology)

#### 136C Iconics Seminar (4)

Seminar, three hours. Topics in iconics examined in detail. The analysis of well understood iconic languages in terms of distinctive feature matrices and a fresh attack on old and new iconic problems. Each student will analyze and present an iconic language. Prerequisites: Social Science 144A-B. (Emphasis: cognitive linguistics, psychology, cognitive anthropology)

## Cognitive Linguistics

Course modules emphasizing cognitive linguistics are assigned numbers from 140-149. Courses with related content are grouped together in modules under the same course number so that students may easily

plan a program of study. Usually, courses in a given module may be taken independently, in any order, regardless of the assigned suffix.

#### 141 Linguistic Theory

##### 141A Introduction to Syntax (4) F

Lecture, three hours. Development of notions of linguistic intuition, well-formedness, constituent structure, transformation, derivation, argument, and counter-example through discussion of different natural language phenomena. Emphasis on English syntax and what characterizes a linguistically significant generalization. Prerequisite: Social Science 3 or Linguistics 50. (Emphasis: cognitive linguistics)

##### 141B Formal Models of Language (4)

Lecture, two hours; discussion, one hour. Comparison of simple models for language structure with each other and with structures of English. The task of the speaker of a sentence and of the listener, as well as that of the learner of a language, examined with reference to particular models. Prerequisites: Mathematics 5A-B-C or 2A-B-C or Social Science 11A-B-C or 100A-B-C; and Social Science 3 or 50A.

##### 141C Semantics (4)

##### 141D Advanced Syntax (4)

Continuation of Social Science 141A. Further topics in English syntax and theory of grammar. Constraints on what linguistic rules can do. The relationship between linguistic theory and language learning. Prerequisite: Social Science 141A. (Emphasis: cognitive linguistics)

#### 142 Psycholinguistics

##### 142A Introduction to Psycholinguistics (4) W

Lecture, three hours. Study of a particular topic in the psychology of language with particular emphasis on syntax and semantics. Prerequisite: Social Science 50A or a course in linguistics, or permission of instructor. (Emphasis: cognitive linguistics)

##### 142D Project in Child Language (4) S

Seminar, three hours. Begins with an intensive review of previous work on child language in which problems and methodology are discussed; projects specified. Remainder devoted to the projects and to discussing the problems and results which arise from doing them. Prerequisite: Social Science 50A or permission of the instructor. (Emphasis: cognitive linguistics, psychology, anthropology, sociology)

### Individual and Small Group Behavior

Course modules emphasizing individual or small group behavior are assigned numbers from 150-159. Courses with related content are grouped together in modules under the same course number so that students may easily plan a program of study. Usually, courses in a given module may be taken independently, in any order, regardless of the assigned suffix.

#### 151 Experimental Psychology

##### 151A-B-C Experimental Psychology I, II, III (6-6-4) F, W, S

151A Experimental Psychology I Lecture, three hours; laboratory, one hour. Emphasis on design of experiments and the analysis of results obtained. Advantages and disadvantages of within subjects, between subjects and mixed designs, control of experimental error, and related topics. Experiments in labo-

ratory sections evaluated and discussed. **151B Experimental Psychology II** Lecture, two hours; laboratory, three hours. Laboratory work and class experiments emphasized. Related experiments discussed, as well as the general content of each area in which a class experiment is conducted. Student proposals for independent research prepared and evaluated. **151C Experimental Psychology III** Laboratory, three hours; seminar, two hours. Independent research projects discussed in a seminar format. Students encouraged to evaluate each other's research plans. Each student will complete a project in experimental psychology, analyze the data, and prepare a report of the findings. Attention devoted to technical and ethical issues in psychological research. Prerequisites: Social Science 7 and one college level mathematics course; successful completion of 151A-B.

**151D Visual Experience (4) S**

Lecture, three hours. Focus on facts about vision that can be appreciated directly by simply looking at things. Emphasis on demonstrations and miniature experiments. Potential topics: visual acuity, color vision, memory and after images, visual reaction time, depth perception, adaptation to distortion of visual output. Prerequisite: senior standing preferred. (Emphasis: psychology)

**151E Learning Theory (4) S**

Lecture, three hours. Investigation of the learning and memory processes of humans and animals. Basic experimental approaches to learning, empirical results, and theoretical interpretations of the evidence. Prerequisite: Social Science 7. (Emphasis: psychology)

**151F Visual Information Processing (4)**

Seminar, three hours. Topics in current vision research, e.g., short term visual storage, eye movements, temporal image development, adaptation, perceptual anomalies. Prerequisites: Mathematics 5A-B-C or 2A-B-C; Social Science 151D, or 151A-B-C, or permission of instructor. (Emphasis: psychology)

**151G Hearing and Noise Pollution (4)**

Lecture, three hours. Sound and noise measurement, the auditory system, simple and complex auditory psychophysics, noise pollution. Prerequisite: calculus. (Emphasis: psychology)

**151L Computers in Psychological Research (4) S**

Lecture and laboratory, three hours. An overview of the use of computers in psychology. Computations, generating displays, testing implications of models, computer models of behavior brain simulation, heuristic programming, and simulation of complex information processing. Prerequisite: Social Science 7, Information and Computer Science 1, or permission. (Emphasis: psychology)

**151P Advanced Introduction to Psychology (4) F, W, S**

Lecture, three hours. A survey of the "hard science" side of psychology (excluding physiological psychology) designed for students with a background (or, at least, a serious interest) in the natural sciences. Topics: perception, learning, language and memory, and psychopathology. (Emphasis: psychology)

**152 Children**

**152A-B-C Creative Learning in Children (4-4-4) F, W, S**

Seminar, two hours; fieldwork, six hours. Students assist in teaching children at the Farm School, recording and studying their interactions with the children, and developing materials for use in the School. The Farm School is ungraded and the children range in age from five to twelve. Students in any major are eligible for the course. We are particularly interested in students who know something — like programming, music, biology, mathematics, Spanish, improvisational dance, etc. — and care about it. (Emphasis: psychology, sociology, social science)

**152D-E-F Creative Learning in Small Children (4-4-4) F, W, S**

Lecture, one hour; fieldwork, six hours. Students will assist in teaching children at the UCI Child Care Center or Verano Place Preschool and in developing materials for use there. The children range in age from two to five. (Emphasis: psychology, social science)

**153 Rules and Decision Strategies****153A The Concept of Rules (4)**

Lecture, one and one-half hours; discussion, one and one-half hours. Readings and discussions of ways of formulating rules for understanding human activities. Because language is so rule-governed, it serves as a paradigm. Prerequisite: upper-division standing. (Emphasis: cognitive linguistics)

**153B Games (4) F**

Lecture, two hours; discussion, one hour. Games as analogies of social, economic, and political situations. The interaction of contingency plans. Games (situations) with no winner and/or loser. Technical definition and discussion of conflict, threat, stability. Paradoxes involved in defining "rational decision." Prerequisite: one year of mathematics. (Emphasis: social sciences)

**153C The Psychology of Chess (4)**

Lecture, three hours. Reviews recent psychological literature on chess and gives chess demonstrations of the points made. Included are the psycho-analysis of chess players, artificial intelligence, chess programs, the relationship of eye movements to chess thinking, perception and memory of the chess master, blindfold chess playing, and the relationship of chess thinking to more general problem solving. Students should know chess. Prerequisite: permission of instructor. (Emphasis: psychology)

**153D Human Problem Solving (4) W**

Lecture, three hours. Modern developments in the psychology of human problem solving. Among the topics considered: concept identification, arithmetic, sets, logic puzzles, story problems, group problem solving, chess, and theorem proving. Prerequisites: Social Science 7 and upper-division standing. (Emphasis: psychology)

**153E Social Conflict (4)**

Lecture, three hours. Conflict can occur within and among individuals, families, social groups, economic entities, political parties, nations, international alliances, etc. The principal tool for comparing and contrasting various forms of conflict will be analysis of situational structure and potentialities. (Emphasis: psychology)

**154 Personality Theory****154A-B-C Freud, the Neo-Freudians, and the Post-Freudians (4-4-4) F, W, S**

Lecture, three hours. Theories of Freud and certain of the neo-Freudians and post-Freudians will be introduced and subjected to critical analysis. Special emphasis will be placed on the relation between facts and theory. (Emphasis: psychology)

**154D-E Theories of Personality (4-4) F, W**

Lecture, three hours. Non-Freudian theories of personality: existentialist, behaviorist, and communication. Advanced personality theory. (Emphasis: psychology, social science)

**155 Social and Personal Adjustment****155A Theories of Deviance (4)**

Seminar, three hours. Perspectives on deviance and criminality in behavior, institution, community, and myth. The suitability of contemporary theories of deviant behavior. (Emphasis: sociology)

**155B Abnormal Psychology (4)**

Lecture, three hours. Introduction to psychopathology and behavioral deviations, and the concepts and theories regarding these conditions. Prerequisite: Social Science 7. (Emphasis: psychology)

**155D Psychology of Awareness (4) F**

Lecture, three hours. A survey of the ways in which psychopathology limits and distorts awareness. Prerequisite: Social Science 7. (Emphasis: psychology)

**Social Interaction**

Course modules emphasizing social interaction are assigned numbers between 160-169. Courses with related content are grouped together in modules under the same course number in order to aid students in planning their programs of study. Normally, courses in a given module may be taken independently, in any order, regardless of the assigned suffix.

**161 Communication and Social Presentation**

**161A Personality Impression Formation (4) F**

Lecture, one and one-half hours; discussion, one and one-half hours. Exploration into the body of knowledge concerning how we form, maintain, and change judgments of people. Prerequisite: upper-division standing. (Emphasis: psychology)

**161B Sociological and Psychological Aspects of Communication (4)**

Lecture, three hours. An analysis of human communication, its pathologies, and its regularities. (Emphasis: social science, sociology, psychology)

**161D Interaction (4)**

Examination of various facets of the social organization of interaction with particular focus on interaction involving talk and having just a few participants. The common sequences of common sorts of interaction, their organization and serial arrangement will be examined with the use of observational, audio, visual and audio-visual recordings. Topics: entry into and exit from interaction; turn-taking; detailed examinations of particular sequences. (Emphasis: social science)

**Special Courses — Upper-Division**

**180 Upper-Division Special Topics**

**180B The Psychology of the Visual Arts (4)**

Lecture, three hours. Pictorial representations necessarily reflect certain aspects of our perception of the world. This course will attempt to analyze the nature of this interaction by tackling such problems as stylizations, realism and the myth of the innocent eye, the development of art, and the relationship between art and insanity. Prerequisite: some background in psychology and in art history. (Emphasis: psychology)

**180C Explaining Politics (4)**

Lecture, three hours. Rise of the nation state used to explore the possibility of studying politics as an ecological or biobehavioral phenomenon. (Emphasis: political science, social science)

**180D The Stock Market as a Behavior Arena (4)**

Lecture, three hours. Introduction to such topics as the mechanics of stock market participation, the kinds of publicly available data that relate to such participation, the uses and misuses that have been made of this data, and the essentials of the perennial controversy between fundamental analysis and technical analysis. (Emphasis: economics, psychology)

**180G Psychology of Neurosis (4)**

Lecture, four hours. Perspectives on emotional disorders; what they are, how they develop, and what they look like in everyday life. A variety of therapeutic orientations discussed. Prerequisite: Social Science 7. (Emphasis: psychology)

**180J Sociolinguistics (4) F**

Lecture, three hours. Sociolinguistic varieties of language examined from different points of view: geographical, temporal, and cultural. Dimensions such as age, sex, economics, occupation, and other systematic language events. Prerequisite: Linguistics 50. (Emphasis: cognitive linguistics, sociology)

**180K Paralanguage and Kinesics (4)**

Lecture, three hours. Channels of nonverbal communication which correlate with speech. Extra-speech sounds and modifications of vocalizations; muscular and skeletal movement which "expresses" something. Coordination of these communicative components with language structures. (Emphasis: social science)

**180L The Human Response to the Man-Made Environment (4) F**

Lecture, three hours. An examination of aspects of the man-made environment (e.g., buildings, streets and freeways, cities and primitive villages, parks, reshaped landscapes, campuses) with the aim of discovering what our responses to them are and what their designers hoped our responses to them would be. How we use edges, districts, paths, landmarks, to find our way around, if we can. Pleasurable associations of Greek and Roman false-fronts; theories of Ruskin, Alison, etc. Emphasis on UCI vicinity. An introduction to environmental psychology or environmental anthropology or the ideas behind architecture. (Emphasis: cognitive sciences; urban and regional studies)

**180M The Family (4)**

The family as the basic unit of social organization and link between the individual and society. View of the family both from the inside (e.g., as the primary area of socialization and intimacy) and from the outside (e.g., as a fundamental political unit). (Emphasis: sociology)

**180Q Arts and Sciences (4) W**

Lecture, three hours. The language arts of literature, theater, and the movies have always been of interest to the social scientist, because they reflect, hyperbolize, clarify, and sometimes cause human behavior. Sociologists study how social and ethical views are reflected in novels; psychologists study the effect of horror movies and movies of violence; both study how war is depicted in the movies and literatures of various periods; and so on. This course will take up central themes embodied in literature, the movies, or both. For 1976 the theme will be "Violence," concentrating on various ways of viewing war. (Emphasis: social science)

**180T Problem Drinking and Alcoholism (4) W**

Lecture, three hours; discussion, one hour. A review of the literature in the field, including patterns of alcohol use and abuse and their relation to socio-cultural, personality, developmental, and treatment variables. Emphasis will be placed on theories of etiology and treatment. (Emphasis: psychology, sociology, social science)

**185 Advanced Seminars****185A-B-C People in Society (4-4-4) F, W, S**

Seminar, two hours. Designed for social science senior projects having to do with people in society; also open to seniors in other schools and programs. A year-long seminar with emphasis on both independent reading, research, and

writing, and mutual help and criticism. Course goal of compiling seminar papers in book form. Fulfills the three-course module requirement. Prerequisites: senior standing and permission. (Emphasis: social science)

**185D Seminar on Style in Language (4)**

Seminar, three hours. Selected topics in the study of language such as speech and prose styles, as a function of individual and class differences, speech repertoires, the language of schizophrenia, literature. (Emphasis: cognitive linguistics)

**185E Urban Policy Problems (4) S**

Seminar, three hours. Problem-oriented approach to urban political systems. Evaluation of the nature and quality of alternative analyses of a series of policy problems, such as low cost housing, welfare policy, municipal transportation, law enforcement, community control, etc. Readings include "conservative" and "radical" perspectives. Prerequisite: permission of instructor. (Emphasis: social science, political science, sociology, economics)

**190 Senior Thesis**

**197 Field Study**

**198 Group Independent Study**

**199 Independent Study**

## **GRADUATE COURSES IN SOCIAL SCIENCES**

**202A Organization Theories and Models (4)**

Seminar, three hours. Focus on the description, analysis, and comparison of organizations, using points of view from such disciplines as economics, political science, psychology, and sociology. Topics include: environments of organizations; organizational goals and objectives; the structure of organizations; theories of management, leadership and motivation.

**204A-B Sociology as a Life Science (4-4) F, W**

Seminar, three hours. The world of everyday life considered as a sociobiological phenomenon. An interdisciplinary attempt to link the social and the life sciences by finding a language that encompasses both. Findings from psychology considered, as well as findings from cybernetics, systems, existential psychiatry, and ethnomethodology. Prerequisite: graduate standing or permission. (Emphasis: sociology, social science)

**205 T.V. Guide (4)**

Lecture, one hour; laboratory, two hours. Students learn to use portable videotape equipment in social science research, then devise and carry out research projects. Previous projects include: constructing a stereoscopic T.V. system; videotapes that create visual illusions; videotaping of scientific meetings; videotape studies of personal space; videotape studies of information content of commercial T.V. Prerequisite: permission of instructor. (Emphasis: social science)

**207A-B The Role of Mind in Health and Disease (4-4)**

Seminar, three hours. Introduction to certain recent and/or ignored findings and formulations concerning the role of mind in the production of health and disease; their implications for the conventional understanding of man and his nature. Prerequisite: permission of instructor. (Emphasis: psychology)

**226A-B Advanced Experimental Anthropology (4-4) W, S**

Seminar, three hours. This seminar will deal with the major topics in experimental anthropology. It will have a heavy anthropological emphasis. Individual research projects will be required from each participant. Prerequisite: permission.

- 229 Dream Psychology: Psychotherapy Theory and Research (4)**  
Seminar, three hours. Consideration of the interrelations of dream research, clinical uses of dreams, and theories of the dream process. (Emphasis: psychology)
- 230 Theories of Psychotherapy (4)**  
Seminar, three hours. Interrelationships between psychotherapeutic theory and technique. Each student concentrates on one therapeutic orientation. Prerequisite: permission of instructor. (Emphasis: psychology)
- 231 Techniques of Psychotherapy (4)**  
Seminar, three hours. Psychotherapeutic techniques. Audio and visual tapes used. Prerequisite: permission of instructor. (Emphasis: psychology)
- 232 Research on Psychotherapy (4)**  
Seminar, three hours. Surveys process, outcome, and psychophysiological research on psychotherapy. Prerequisite: permission of instructor. (Emphasis: psychology)
- 233 Casework in Psychotherapy (4)**  
A practicum class for graduate students who are seeing patients and have access to videotape equipment. Prerequisites: advanced graduate standing and permission of instructor. (Emphasis: psychology)
- 235 Seminar in Laboratory Methods (4)**  
Seminar, three hours. Designed for intermediate and advanced graduate students involved in laboratory research. Problems of collecting data in the laboratory, avoiding undesired experimenter effects on subject behavior, presenting complex stimulus materials, recording responses with maximum flexibility, and analyzing results while the experiment is still in progress. Laboratory instrumentation included, particularly on-line computer control of experiments. Prerequisite: graduate standing or permission of instructor. (Emphasis: psychology, social science)
- 236A-B-C Proseminar in the Cognitive Sciences (4-4-4) F, W, S**  
Seminar, three hours. Year-long intensive introduction to the conceptual foundations and basic research results in the cognitive sciences for first-year graduate students. Prerequisite: graduate standing or permission of instructor. (Emphasis: psychology, social science, cognitive linguistics, anthropology)
- 237 The Artificial Informant (4)**  
Seminar, three hours. The design and implementation of a system for the simulation of an Ixil Indian informant. Prerequisite: graduate standing or permission. (Emphasis: anthropology)
- 240A-B Mathematical Models of Cognitive Processes I, II (4-4)**  
Lecture, three hours. Mathematical models of various cognitive processes that have been developed mostly since 1960, including learning, memory, perception, psycholinguistics, and problem solving. Models are formulated in different mathematical languages: calculus, algebra, logic, probability, and computer. Difficulties in testing and validating models discussed. Prerequisite: graduate standing or permission of instructor. (Emphasis: psychology)
- 241A Introduction to Mathematical Statistics (4) F**  
Seminar, two hours. Probability spaces, random variables, random sampling, maximum likelihood estimation, central limit theorems, hypothesis testing. Prerequisite: calculus or elementary statistics.
- 241B Analysis of Variance and Experimental Design (4)**  
Seminar, three hours. This course will discuss the logic of experimental design and inferential statistics. We will present some of the mathematical ideas behind

inferential statistics and analysis of variance; however, the main emphasis will be on understanding the ideas at a usable level rather than mathematical formalism. Prerequisite: graduate standing or permission. (Emphasis: social science)

**241C Mathematical Linguistics (4) S**

Seminar, three hours. Formal languages and their relationship to abstract machines. Learnability of families of languages under various conditions of input information and processing capability. Prerequisite: graduate standing or permission. (Emphasis: cognitive linguistics)

**242A-B-C Graduate Seminar (4-4-4) F, W, S**

Seminar to help students focus on their dissertation topics and to help the instructors audition their current research interests. Graduate students at all levels and instructors make presentations describing their ongoing work. (Emphasis: social science, psychology)

**243A-B-C Research Seminar in Mathematical and Experimental Social Science (4-4-4) F, W, S**

Seminar, two hours. Weekly reports of research by faculty and students participating in the graduate program in mathematical social science. Prerequisite: admission to graduate program in mathematical social science or permission of instructor. (Emphasis: social science, psychology, economics)

**244 Preference, Probability, and Risk (4)**

Lecture, three hours. Various mathematical models that have been proposed by economists, psychologists, and statisticians to describe and/or prescribe choices among certain and uncertain alternatives. Relevant experimental data compared with predictions. Prerequisite: Mathematics 5A-B-C or 2A-B-C or permission of instructor. (Emphasis: psychology, economics)

**270 Interdisciplinary Field Research (4)**

Students engage in field research. Topics include comparative semantic studies, the cultural context of learning and thinking, cultural organization of space, and economic development. Prerequisite: graduate standing and willingness to spend time at the field location or permission. (Emphasis: social science)

**271A-B-C Cognitive Anthropology (4-4-4) F, W, S**

Seminar, three hours. Fall: The literature on cognitive anthropology; students will read and write papers on all of the basic literature in the field. Winter: Current problems in cognitive anthropology; current work in semantics and use of models; students will do individual projects in the field. Spring: Cross-cultural study of cognition; cross-cultural research design for the study of cognitive processes. Prerequisite: graduate standing. (Emphasis: anthropology)

**280 Theory Building (4)**

Seminar, three hours. A nonmathematical examination of components of theory and rules for their combination into scientific models; research as 1) source of theory components; and 2) test of predictions made from a model. Prerequisite: graduate standing or permission of instructor. (Emphasis: social science, sociology)

**281 Visual Perception (4) W**

Seminar, three hours. General introduction to visual perception for graduate students. Current research topics emphasized. Prerequisite: graduate standing or permission of instructor. (Emphasis: psychology)

**282 Seminar in Semantics and Cognitive Structure (4)**

Seminar, three hours. Concentrates on recent research in semantic and cognitive structure. Prerequisite: some background in linguistics or psycholinguistics. (Emphasis: cognitive linguistics, psychology)

**283A Democratized Institutions and Bureaucracy (4) F**

Seminar, three hours. Examination of bureaucracy as the common form of administration in modern organizations; and examination of democratization as an alternative. Various existing cases of democratization in America and Europe will be critically researched, such as employee participation in management, worker-ownership, cooperatives, and student participation in governing schools or universities. Also historical theories, proposals, and movements for democratizing entire societies (e.g., "guild socialism," or "the participatory economy") will be analyzed. Prerequisite: graduate standing or permission.

**283B Research Seminar in Workplace Democratization (4) W**

This seminar focuses on fundamental problems associated with democratizing the workplace. Impediments to efficient decision-making, conflicts between expert competence and democratic accountability, limitations on democratic participation imposed by size of the organization, capitalization of worker-owned enterprises, relationship to unions, and social role of the enterprise are the main topics.

**285 Advanced Analysis of Conversation (4)**

Seminar, three hours. Training course for advanced students in interactional analysis of conversation. Prerequisite: permission of instructor. (Emphasis: sociology)

**286A-B Systems of Belief I, II (4-4) F, W**

Seminar, three hours. Approaches to exploring and understanding particular belief systems in unfamiliar cultures. (Emphasis: anthropology)

**287 The Design of Social Systems (4) W, S**

Seminar, three hours. An exploration of the notion that social institutions, nations, or other social entities can be consciously designed. The problems that confront anyone attempting to design a viable social system, especially one that would increase participatory control over group decisions. Students will obtain experience in proposing and criticizing social proposals. Prerequisite: graduate standing in social science or related field or permission.

**288 SAGE (4) F**

(SAGE is a user-oriented LISP-based interactive system for the analysis of verbal materials.) Instruction on the use of SAGE in content analysis, syntactic studies, the study of narrative processes and semantic analysis. (Emphasis: anthropology, cognitive linguistics, psychology, political science, social science)

**292 Research Seminar in Psycholinguistics (4) S**

Seminar, three hours. This seminar will consist of informal presentation and discussion of ongoing research in psycholinguistics on the part of the participants. Those people wishing to take the course who are not presently engaged in a research project will design and execute one. Prerequisites: permission of instructor and graduate standing. (Emphasis: psychology)

**293 Linguistic Theory (4) W**

Seminar, three hours. An analysis of recent developments in linguistic theory. Discussion will center on the formulation of the goals of linguistic theory, and on the use of linguistic data in relationship to these goals. Prerequisites: Social Science 141A or equivalent; graduate standing or permission of instructor.

**294 Politics of Morality (4)**

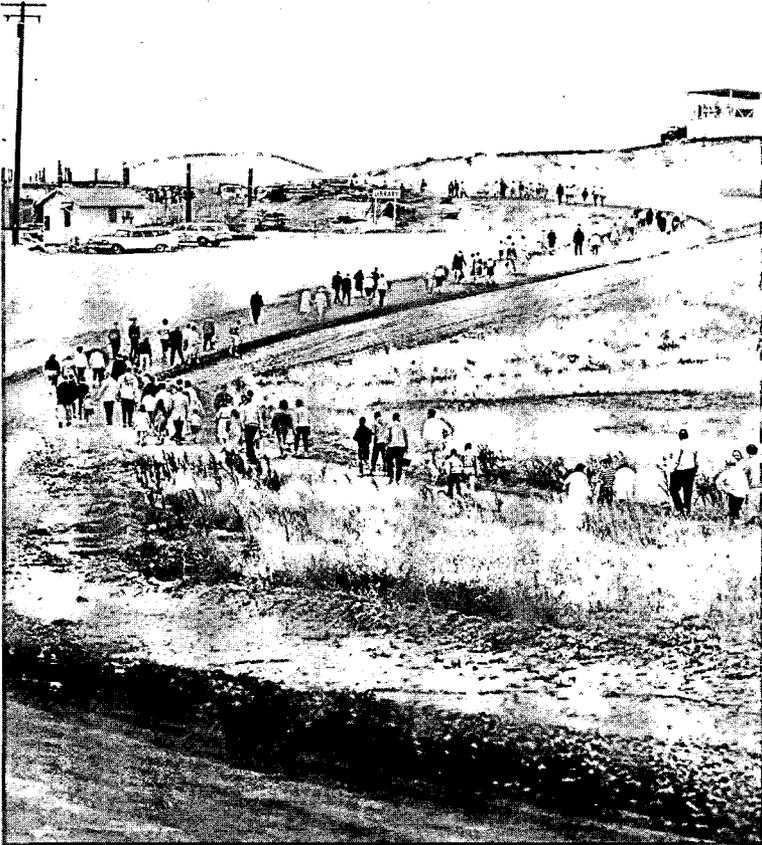
Seminar, three hours. Social behavior is only meaningful in situational context. As courts under empirical law continuously apply statutes to concrete instances, actors at various levels of social organization (psychopaths, ethnic groups, prophets, etc.) compete for moral advantage. This course will examine

processes and tactics of strategic definition of the situation. Prerequisite: graduate standing. (Emphasis: sociology)

**296 The Research Proposal (4) S**

For a variety of reasons, it is often useful or necessary to prepare descriptions in advance of work to be done. Students will be expected to put together research plans and implement pilot investigations, with particular attention to possible dissertation topics. Prerequisite: graduate standing. (Emphasis: social science)

**299 Independent Study**



*Crowds arriving at site dedication, June 20, 1964.*

# Independent Programs

This section deals with various programs which do not fall under any of the regular schools at UCI.

Comparative Culture, Information and Computer Science, and Social Ecology are degree programs under the jurisdiction of the Council on Interschool Curricula, while the Department of Physical Education and the University Studies Program do not offer degrees.

## Program in Comparative Culture

Joseph G. Jorgensen  
*Director*

The aim of the Program in Comparative Culture is primarily to shed light on the forces and processes which have shaped the culture of America. The Program compares systematically the dominant and minority cultures of the United States, as well as Third World cultures, to account for similarities and differences in their participation in, and responses to, the social and cultural processes that have formed the United States in a global context.

In order to engage in the comparative study of such highly diverse cultural phenomena, courses in the Program are interdisciplinary, with bases in the social sciences and history as well as in the criticism of literature and the arts. The curriculum is organized around two distinguishable though related centers of emphasis. One is Expressive Forms, involving the study of literature, the arts, and criticism in their cultural and social contexts. The other is Social Inquiry, involving the study of political economy, social organization, religion, and psychology. Courses on the lower-division level introduce students both to the minority American and Third World cultures that are the specific subjects of study and to a range of comparative techniques of cultural analysis. These courses prepare students for the more advanced upper-division courses in both Expressive Forms and Social Inquiry, a mix of which is essential for a comprehensive understanding of American cultures and of cultural phenomena generally.

Research, teaching, and the unique interdisciplinary formula of the Program are bringing about multicultural communication that extends well beyond the confines of the campus. As part of the Program's ongoing and innovative research and teaching, students and faculty have undertaken several projects in adjacent communities in which they join

with minority and nonminority people working within their own institutions. Our multicultural and multilingual M.A.T. program, Project Escuelita, and Prison Project have allowed considerable opportunities for the exchange of ideas between community and campus and for allowing us to analyze and help to circumvent problems in community education within schools and penal institutions.

Comparative Culture undergraduates, as well as nonmajors, have found the Program to be useful preparation for career opportunities in social service, multicultural and multilingual education, and government. Various emphases selected within the Program can give added depth to graduate or professional work. For those students who seek entrance to law school, an emphasis on political economy and minority relations provides a unique background for specialized legal careers. Graduate study in the social sciences can be facilitated by an emphasis on comparative social inquiry, analysis of oppressed minorities in America, and clinical counseling among minorities, while advanced study in the humanities will be enhanced by a concentration on literature and the arts in their cultural contexts.

Through the Program's student associations, representatives are elected to serve on the Council of Scholars. These student representatives serve, along with elected representatives of the faculty, on the Standing Committees (Executive, Graduate, and Undergraduate) which make regular reports at the meetings of the Council of Scholars. This council is the deliberative and decision-making body for all policy matters affecting curriculum, recruiting, personnel, and resources.

### Degrees Offered

Comparative Culture . . . . . B.A., M.A.T., Ph.D.

All students will graduate with a degree in Comparative Culture.

### Honors

Honors at graduation are based on the overall grade point average and a minimum of five quarters of coursework in the Program. The minimum grade point average for honors is a 3.5 on work completed. Of the graduating seniors, 12% may receive honors: 1% *summa cum laude*, 3% *magna cum laude*, and 8% *cum laude*.

## UNDERGRADUATE PROGRAM

### Requirements for the Bachelor's Degree in Comparative Culture

University Requirements: See page 28.

#### Program Requirements

Requirements for the major in Comparative Culture are six lower-division courses (twenty-six units). All majors are required to complete either Comparative Culture 1 (Introduction to Expressive Forms) or Comparative Culture 50 (Introduction to Social Inquiry). Whatever

their choice of introductory course, all students must also take one of the following courses in Expressive Forms: Comparative Culture 3, 4, 5, or 6. All students must take one of the following Social Inquiry courses in method and theory: Comparative Culture 65, 72, or 73 and one of the following courses in theory and empirics: Comparative Culture 70, 71, or 74. Completion of the above will satisfy lower-division requirements for junior transfers. Freshmen and sophomores are required to select four more lower-division courses, two from Social Inquiry and two from Expressive Forms.

Thirteen upper-division courses (fifty-two units) will be required for all majors. Twelve of these courses will be in one area and four in the other. No more than four of these courses can be special topics, either Comparative Culture 145 (Special Topics in Expressive Forms) or Comparative Culture 195 (Special Topics in Social Inquiry). Upon prior consent of the faculty advisor, students may take a maximum of four courses outside of the Program toward their major requirements.

### **Planning a Program of Study**

Students should plan their programs with their faculty advisors and should also consult with the undergraduate academic advisor for quarterly "program checking" and planning. Information regarding professional possibilities and career interests is available through that office.

The Peer Academic Advisor, an upper-division undergraduate in the Program, works closely with the faculty, staff, and especially the Undergraduate Academic Advisor to assist students in identifying and attaining their academic, vocational, and personal goals. Most importantly, the Peer Academic Advisor is a student who is aware of the problems — academic and personal — of university life.

## **MASTER OF ARTS IN TEACHING IN COMPARATIVE CULTURE**

This is a one year graduate degree program designed primarily for those who want to pursue a career in education at the elementary, secondary, or community college level. M.A.T. students may work concurrently toward a California Teaching Credential, or may be experienced teachers who wish to upgrade their professional preparation. Based upon an interdisciplinary and comparative framework embracing the range of cultures found in the United States, the M.A.T. will prepare its graduates to teach and facilitate the development of multicultural studies in several subject areas. Specifically, our M.A.T. program focuses on the study of Comparative Culture with a special concentration in literature, history, and social sciences relating to various ethnic groups of America. These emphases will be framed by the students' interests and needs with respect to their career goals in the field of education.

Since the M.A.T. and Ph.D. programs in Comparative Culture have different goals, the students in the M.A.T. program are not automatically

advanced to doctoral training. Students who wish to pursue the doctoral degree in the Program must apply to the Graduate Committee of Comparative Culture.

### **Requirements for the M.A.T. Degree in Comparative Culture**

**Admissions.** Prospective students must be either certified teachers who are already teaching in the public school system or people who are concurrently enrolled in a teacher certification program at UC Irvine. In the latter case, the student must also seek admission to the Office of Teacher Education in addition to the Program in Comparative Culture. Deadline for admissions is May 1.

**Residence.** The university residence requirement for the M.A.T. is three quarters. The student is expected to enroll in at least one course during each of these quarters.

**Required and Elective Courses.** In addition to the courses which may be required for the credential and demonstrated proficiency in a second language, the M.A.T. program will consist of at least nine courses (thirty-six units), six of which must be at the graduate level. Outside of the required three-quarter sequence core course, Multicultural Foundation of Education, each student may establish an individualized program in consultation with the M.A.T. program advisor. In lieu of a thesis, the student will develop and carry out an appropriate project in the teaching of ethnic cultures and/or minority students, and submit a written project demonstrating an integration of theoretical knowledge and applied skills.

**Language Requirement.** To be eligible for advancement to candidacy for the M.A.T. degree, a student must demonstrate proficiency in a second language. Inasmuch as the largest minority population in Southern California is of Spanish-speaking origins, and the second largest is of Japanese-speaking origins, the Program strongly recommends proficiency in Spanish or Japanese, although in special cases another language or language-related skill might be equally relevant to the student's educational career goals.

### **DOCTOR OF PHILOSOPHY IN COMPARATIVE CULTURE**

The doctoral program in Comparative Culture emphasizes study centering on the cultures of the United States, including dominant and minority cultures and their antecedents. The program is designed to meet the following objectives: to educate interdisciplinary intellectuals — teachers and research scholars — who can study the range of cultures found in America on a comparative basis; to provide the resources that will enable students to emphasize literature and the arts or history and the social sciences (including the possibility of various combinations across the two main emphases); and finally, to prepare graduate students for academic positions in interdisciplinary programs as well as in departments of English, History, and the various social sciences.

## Requirements for the Ph.D. Degree in Comparative Culture

**Admissions.** Requirements and standards for admissions into the Program are in keeping with those of the University of California as a whole. Students with a B.A. degree will be considered for admission on the basis of past academic performance and present academic interests. In addition to the general application material, the Program requires the aptitude section of the Graduate Record Examination. Applicants who are admitted to the program begin their study in the fall quarter of the academic year. The deadline for applications is February 1.

**Residence.** The university residence requirement for the Ph.D. is six quarters; the student is expected to enroll in at least one course during each of these quarters.

**Required and Elective Courses.** The Program requires eighteen courses in order to fulfill the course requirement for the doctorate. Courses are selected by the academic advisor to prepare the student for the qualifying examination and the development of a dissertation topic. Proseminar in the Study of Comparative Culture (a three-quarter sequence) is required of all first-year graduate students. In addition, each student may enroll in six elective courses offered within the Program or in some other related department. During the second year, the student will take two two-quarter research seminars (the equivalent of four courses), preferably but not necessarily after completion of the required proseminar. The student may take up to five additional elective courses offered within or outside the Program.

Graduate students with program service appointments (Teaching Assistants, Research Assistants, and Associates) must take a minimum of two courses but no more than three courses per quarter. Students without service appointments must take a minimum of three courses but no more than four courses per quarter. Any student who would like to take more courses than stipulated above must petition the Graduate Committee after obtaining the approval of the academic advisor.

**Waivers.** Students entering with an M.A. degree may request credit for a maximum of nine courses. A written petition requesting a waiver of previous work should be made to the Graduate Committee of the Program after consultation with the academic advisor. Approval of the Dean of the Graduate Division is required.

**Language Requirements.** One foreign language and one "alternate skill" are required. The language will be decided upon by the student in consultation with the advisor. The language requirement must be satisfied either through a standard ETS examination or by another method approved by the Graduate Committee. The "alternate skill" may be another language, or a sequence of two courses in statistics, linguistics, or computer science. Both the language and the alternate skill must be satisfied before the qualifying examination can be taken.

**First Year Evaluations.** At the end of the first year, each student will be evaluated by the Graduate Committee. The committee will recommend whether the student should continue in the Ph.D. program. The recommendation will be based on an evaluation of the student's grades, the instructor's written assessments of classroom performance, a folio of the student's papers (one or two), and interviews where necessary.

**The Ph.D. Qualifying Examination.** The student's committee, which administers the examination, shall consist of five members; three from the Program, one from a completely unrelated field, and one from a related field (e.g., Humanities or Social Science). In special cases, a four-member committee may be from the Program and one from an outside school, although a three-one-one arrangement is preferred.

The examination is oral and will be scheduled after the completion of course work and the language requirements. It is comprised of four parts: Theory and Methodology (emphasizing either literature and the arts or history and the social sciences); American Institutions; Ethnic Cultures in the United States; and the student's area of special interest. Each student, in consultation with the committee, shall determine the reading requirements of the several parts of the examination.

**The Dissertation.** This is the final requirement. The final draft of the dissertation must be approved by the student's dissertation committee and shall be in accordance with the standards set by the Graduate Division. Students are encouraged to complete the dissertation in one year.

## COMPARATIVE CULTURE FACULTY

- Joseph G. Jorgensen, Ph.D. Indiana University, *Professor and Director of the Program in Comparative Culture*
- Dickson Bruce, Ph.D. University of Pennsylvania, *Assistant Professor of Comparative Culture*
- Pete Clecak, Ph.D. Stanford University, *Associate Professor of Comparative Culture*
- Raul Fernandez, Ph.D. Claremont Graduate School, *Assistant Professor of Comparative Culture*
- James Flink, Ph.D. University of Pennsylvania, *Professor of Comparative Culture*
- Gilbert Gonzalez, Ph.D. University of California, Los Angeles, *Assistant Professor of Comparative Culture*
- Itsuki Charles Igawa, M.A. California State University, Los Angeles, *Director of Master of Arts in Teaching in the Program in Comparative Culture*
- Boyd James, M.A. Indiana University, *Acting Assistant Professor of Comparative Culture*
- George Kent, Ph.D. University of California, Berkeley, *Associate Professor of Comparative Culture*
- Karen Leonard, Ph.D. University of Wisconsin, *Assistant Professor of Comparative Culture*

- O.L.E. Mbatia, Ph.D. Oregon State University, *Assistant Professor of Comparative Culture*  
 Carlton Moss, *Lecturer in Comparative Culture*  
 Carlos Munoz, Ph.D. Claremont Graduate School, *Assistant Professor of Comparative Culture*  
 George O. Roberts, Ph.D. Catholic University of America, *Professor of Comparative Culture and Special Assistant to the Vice Chancellor – Academic Affairs*  
 Dickran Tashjian, Ph.D. Brown University, *Associate Professor of Comparative Culture*  
 Joseph L. White, Ph.D. Michigan State University, *Professor of Comparative Culture*

## UNDERGRADUATE COURSES IN COMPARATIVE CULTURE

### Lower-Division Courses in Expressive Forms

- 1 **Introduction to the Cultural Analysis of Expressive Forms (6)**  
 A survey of expressive forms, considering the different ways various cultural groups express their feelings, emotions, attitudes, and ideas. The concept of "art" will be broadly defined in cross-cultural terms and explored in its behavioral, visual, and verbal manifestations.
- 2 **Introduction to Philology (4)**  
 A lecture and discussion course in the nature of language, its spoken and written forms, and its relation to thought and other forms of human culture: the verbalization of morality, values, religion, aesthetics, and politics; problems in the interpretation of ideological works in ancient and recent times; semantics and psychology of speech, image, gesture, and onomatopoesis as communication – beyond the dictionary.
- 3 **Introduction to the Cultural Analysis of Literature (4)**  
 Starting from an analysis of literature in itself, the course will proceed to a study of literature as a cultural document. The relevance of a formalist approach which views literature as autonomous will be assessed against a consideration of the cultural and social factors in illuminating a literary work, which in turn will be considered for the ways it might shed light on its social and cultural context.
- 4 **Philosophy of Culture (4)**  
 An introduction to philosophies of culture that have been formulated by philosophers, historians, anthropologists, and sociologists over the past four centuries. Evolutionary, functional, ecological, psychological, Marxist, structuralist, phenomenological, culture historical, kulturkreise, and culture area philosophies and explanations will be analyzed.
- 5 **Introduction to Folklore and Popular Culture (4)**  
 A survey of forms of folklore and their relationships to popular culture and to social and cultural analysis.
- 6 **Introduction to the Study of Material Culture (4)**  
 Material culture will be explored in its broadest sense, to include not only a wide range of artifacts from diverse cultures and the technologies and materials used, but also the social and cultural contexts of such artifacts, which provide their value and meaning.

## Upper-Division Courses in Expressive Forms

### 103 Art and Technology (4)

An exploration of the relationship between technology and expressive forms during that period between the two world wars when mechanization most fully began to affect human life. How did artists and intellectuals respond to technology? What was their understanding of this rapidly accelerating phenomenon? In what ways were traditional art forms modified or discarded in order to express machine values adequately? These questions will be taken up by examining works in various media.

### 105 The Avant-Garde as a Cultural Phenomenon (4)

The avant-garde will be defined as a social and cultural phenomenon, seen from historical and theoretical perspectives. Formal problems and themes, representative works and artists, and movements will be explored in an attempt to understand one of the most important phenomena shaping twentieth-century sensibilities.

### 108 Primitivism and Modern Art (4)

The concept of "the primitive" will be examined in a cross-cultural framework. Its significance for modern artists since the late nineteenth century (including Paul Gauguin, Pablo Picasso, and Jackson Pollock) and its relevance for an understanding of non-Western artifacts will be explored.

### 110 Comparative American Folklore (4)

A study of major genres of folk expression in American history, focusing on how folklore contributes to an understanding of American culture. Attention will be given to the songs, folktales, and folklife of various American groups.

### 122 Women in Literature (4)

Significant works of literature about and/or by women will be studied in their historical, cultural, ethnic, and social contexts. Particular attention will be placed on the roles of women depicted in the literature.

### 129 Minority American Literature and Arts (4)

An examination of major trends and developments of the literary heritage of Black, Chicano, and Native American writers. The course will stress literary meaning and value of works, but not to the exclusion of important sociological, political, and psychological questions related to analysis and evaluation.

### 130 Film as Expressive Form

#### 130A Film and Visual Arts (4)

Survey of the relationship between visual art — painting, photography, and sculpture — and film. The class will begin with the early efforts of Edward Muybridge to capture motion by camera, then consider Futurism, Dada, and Surrealism, and conclude with Pop Art. The ways different media resolve thematic and stylistic problems will be explored in lectures, discussions, and slide and film showings.

#### 130B The Image of Minorities in American Films (4)

An examination of the cultural content of American motion pictures as it applies to the resident minority groups in the United States. Films projecting an image of Black people, Asians, American Indians, Chicanos, and Africans will be screened.

#### 130C Urban Film-Making (4)

A continuation of Comparative Culture 130B, providing instruction in the technique of film-making and requiring each student to make a film dealing with minority or urban problems.

**130D The Motion Picture in Contemporary American Society (4)**

A brief history of the commercial motion picture's social and economic development: how and by whom theatrical films are made; the motives, machinations, and techniques of film makers in the creation, distribution, and promotion of commercial motion pictures; the contributions and special problems of the various types of people involved in modern film-making. Guest lecturers from the film industry will screen and comment on their own films from the vantage point of their area of expertise. Their comments will then be related to the formation of social attitudes in the United States.

**130E Women in Film (4)**

The goals of this course are to raise women's issues through the use of film; to illustrate differing cultural and political roles of women in societies; to produce a critical awareness of the role of visual media in modern society; and to "raise the consciousness" of participants.

**145 Special Topics in Expressive Forms (4)**

Special topics courses in Expressive Forms are offered from time to time, but not on a regular basis. These courses probe a single ethnic group or culture, or take up a special cultural problem or an aspect of culture for consideration. Although these courses are not a regular part of the curriculum, they are relevant to it by providing depth in specific topics and cultures. Possible subject matters are: Early New England Arts; Life and Literature of the South; American Autobiographical Fiction; Literature in Translation: Japanese Literature; Literature in Translation: Chinese Literature; Modern Japanese Intellectuals and Writers; Post-War Social Criticism.

**149 Seminars in Expressive Forms (4)****Lower-Division Courses in Social Inquiry****50 Introduction to Social Inquiry (6)**

An introduction to the methods and theories of comparative social inquiry, including history, political economics, sociology, political science, and anthropology; special attention is given to questions of colonialism, imperialism, social movements, slavery, poverty, and other critical issues from an interdisciplinary and comparative perspective.

**51 Introduction to African Culture (4)**

A survey course including the history of major African societies and states and contemporary forms of social and cultural life.

**52 Introduction to American Culture (4)**

A survey of the historical development of dominant American society and culture. The course will aim to identify dominant social values and to explore their implications for the development of American society.

**53 Introduction to Latin American Culture (4)**

A study of political, social, economic, and intellectual forces in Latin America. Major topics include Latin American thought; social stability and instability, including revolutionary change; changing Latin American cultures.

**54 Introduction to Asian Culture****54A Japanese Culture (4)**

Japan from ancient times to the present.

**54B Chinese Culture (4)**

China from ancient times to the present.

**54C Indian Culture (4)**

A survey of the history of India, with emphasis on elements of cultural and structural continuity in Hindu civilization.

**55 Introduction to Minority Cultures in America**

**55A Introduction to Asian-American Culture (4)**

A survey course in which socio-political-economic dimensions of Asian-American people will be analyzed — their past, present, and future.

**55B Introduction to Afro-American Culture (4)**

A survey of the development of Afro-American culture with a focus on the United States. Topics will include African and New World sources as well as contemporary forms of Afro-American social and cultural life.

**55C Introduction to Chicano Culture (4)**

A critical survey of social science literature on the Chicano Experience and a general discussion of the various models and theories applied by social scientists to the study of oppressed national minorities. The class will conclude with lectures on race and class within the context of the Chicano Experience.

**55D Native American Culture (4)**

An introduction to the history, evolution, ecology, and culture areas of North American Indians. Describes how Native Americans once were and why they were that way. A brief introduction to contemporary Native American culture is provided.

**60 Women in Culture (4)**

A comparative analysis of the role of women in American and other cultures.

**65 Comparing Cultures (4)**

Introduces students to the scope of cross-cultural comparisons by analyzing the theories, methodologies, and facts used by selected anthropologists, sociologists, social psychologists, political scientists, and historians in comparing cultures.

**70 Economics and Culture (4)**

The economic problems of groups and ways of approaching them. A basic examination of men, ideas, and economic systems.

**71 Politics and Culture (4)**

An introductory examination of the relationship of political ideas to the socio-economic structure of American society.

**72 Society and Culture (4)**

An introduction to issues in the study of society and culture through the works of major classical theorists such as Marx, Weber, and Durkheim.

**73 History and Culture (4)**

An introduction to ethno-history, focusing on the contributions of history to the interdisciplinary study of socio-cultural systems.

**74 Religion and Culture (4)**

A survey of the major issues in the comparative study of religious beliefs and behavior. The course will examine forms of religious expression and organization and their relationship to social and cultural forces.

**Upper-Division Courses in Social Inquiry**

**150 American Ideologies (4)**

An examination of political philosophies/thoughts that are comprised in the political fabric of contemporary America: capitalism, liberalism, black liberation (and the Third World Liberation Movement), the New Left, American Marxism, and conservatism.

**151 Political Economy of the Third World (4)**

An economic, political, and cross-cultural analysis of contemporary problems

of colonialism, "underdevelopment," and racism in the Third World countries and in the U.S.A.

**152 Power in American Society (4)**

A theoretical approach to the study of political power in American society, with a consideration of the following questions: Who rules America? How is power distributed? What do community power studies tell us about political powerlessness?

**154 Comparative Ethnic Politics (4)**

An analysis of contemporary ethnic politics in the United States with particular emphasis on the politics of nonwhite ethnics, e.g., Chicano, Black, Asian-American, and American Indian, and the implications of their politics for the American political system.

**155 Urban Politics**

**155A Urban Political Experience (4)**

An analysis of the structure of urban conflict and of various proposals for solution to the problems of housing, education, welfare, urban decay, urban development (as well as redevelopment), and race relations. Emphasis on the notion of community control and self-determination.

**155B Minorities in Urban Setting (4)**

This course focuses on the impact of urban life on minorities. The student will read materials which relate to urban studies and which will acquaint them with a methodology for an understanding of urban life.

**156A-B-C Images and Manifestations of Socialism (4-4-4)**

Historical and critical survey of Marxian perspectives on capitalism and socialism. Fall: An introduction to classical Marxism. Winter: An examination of the Soviet and Chinese experiments and their historical implications for socialism elsewhere. Spring: An inquiry into the prospects for varieties of capitalism and socialism in the United States and the West, the USSR and Eastern Europe, and the Third World.

**157 Colonial Cultures**

**157A Comparative North American Colonial Cultures (4)**

An analysis of the North American colonial experience from the settlement of Jamestown to the American Revolution. The course emphasizes the differences, similarities, and interrelationships among major colonial culture areas — New England, the Middle Colonies, and the South — to explain the development of a distinctive American culture and the American movement for independence.

**157B Comparative Latin American Colonial Cultures (4)**

A survey of the emerging patterns of culture and economy during the period of European penetration in the Western Hemisphere and during its subsequent conquest and settlement.

**157C Comparative Non-Western Colonial Cultures (4)**

This course covers the experience of representative Third World countries under European colonial administration; colonial policies and indigenous reaction in studies of economic, social, and political change.

**158 Comparative Economic Development**

**158A Economic Development of Barrio and Ghetto (4)**

An analysis of the socio-economic, political, economic forces which cause the creation of the ghetto as an underdeveloped colony. Theories and policies necessary for economic development in Third World countries will be analyzed.

**158B Theory of Imperialism (4)**

A variety of non-Marxist approaches to the notion of imperialism including the classic work of Hobson and the contributions of Schumpeter, Arendt, and Lichtheim. Also, major Marxist works beginning with Marx's various writings on the subject and Lenin's Imperialism, finishing with a survey of the contemporary work of Mandel, Frank, Magdoff, and others.

**160 American and Third World Communities**

**160A Comparative American Communities (4)**

A study of the American community from both historical and cross-cultural perspectives. Emphasis is upon the historical development of various forms of community life and comparison of them with selected forms of community life found in other cultures.

**160B Peasant Communities and Agrarian Structures (4)**

A comparative study of family, labor, political economy, culture, and social change in selected peasant communities, primarily in Latin America with comparisons from Europe, Asia, and Africa.

**162 Political Economy of Latin American Nations**

**162A Theories of Social and Economic Development (4)**

A comparison of competing models of development and underdevelopment as they have emerged in the Latin American context: classical, liberal, Marxist, neo-Marxist, and dependency models, among others, will be studied and evaluated as explanations of economic and social conditions in the Third World.

**162B Case Studies of Social and Economic Development in Latin America (4)**

A comparative study of the recent social and economic development experience of selected Latin American, African, and Asian countries with emphasis on the implicit models used and the consequences of policies generated by those models.

**162C Political Consequences of Social and Economic Development in Latin America (4)**

A study of political movements and ideologies (Guevarism, socialism, communism, Christian Democracy) and governmental forms (populism, military modernizer, colonial authoritarianism, fascism) as responses to underdevelopment.

**168 Comparative Family History (4)**

A survey of historical materials on the family in several cultures, including both cultural and structural data. Focus on definitions of family, household, and the family cycle; child socialization and sex roles; and the interaction of the family with other social institutions.

**169 Slavery and its Aftermath**

**169A Comparative Slave Systems (4)**

A comparative analysis of the institution of slavery in varying cultural contexts. Emphasis is upon the Western Hemisphere, with particular attention to the American ante-bellum South and Brazil.

**169B Black Emancipation in Comparative Perspectives (4)**

A comparative study of Black Emancipation in North America, the West Indies and Brazil. The course also will analyze the post-slavery development of Black civilization in each of the above areas.

**170 Comparative Studies of Women**

**170A Working Women (4)**

A course designed to explore and learn more about the working women, her socialization as a worker and her status in the labor force.

**170B Women in Asia (4)**

An analysis of the historical and contemporary position of women in Asian cultures.

**170C History of Women's Oppression (4)**

A survey of the history and origins of the subjugation of women. The course will cover the situation of women in early matriarchal communal societies, the development of patriarchal structures, of feudalism, of capitalism and its effects on women, the situation of women in the world today, and its relationship to Third World peoples. Included will be an examination of women's liberation movements.

**170D Theories of Women's Oppression (4)**

This course will explore various explanations of women's oppression by reading representative writings from feminist, lesbian, and Marxist perspectives.

**171 Contemporary Asia**

**171A Contemporary China (4)**

An analysis of the development in Chinese cultural life since 1911: thought, literature, politics, and the arts.

**171B Contemporary Japan (4)**

The course will examine various issues that form contemporary Japan: changing aspects of both city and rural life, economic planning and development, the role of big business in Japanese politics, and Japan's role in the world community.

**171C Contemporary South Asia (4)**

This course in South Asian politics will emphasize the historical roots and social bases of contemporary politics in India, and briefly, in Pakistan and Bangladesh. Consideration of some of the movements, personalities, and persistent sources of conflict which have shaped Indian politics; will also cover economic development and foreign affairs.

**172 Comparative Eastern Religions**

**172A Confucius (4)**

The life and thought of China's greatest sage: reading and analysis of the Analects of Confucius; the social, political, and historical influences on the man and his ideas; the major interpretations of his thought by Mencius and Hsun Tzu.

**172B Buddhism in Asia (4)**

The life and thought of the Buddha; the spread of Buddhism into China and Japan and its development in those countries.

**172C Hinduism: Great Tradition (4)**

An examination of the Great tradition of Hinduism, from Vedic to medieval time in India. The course will emphasize not only the religious content of the tradition, but also the social and economic system which supports and transmits it.

**172D Hinduism East and West (4)**

An examination of Hinduism — the Great and Little Traditions and the caste system — and structural and cultural change from the late nineteenth century to the present. The focus will be on yogis and swamis, and on bhakti, or devotional movements in an urban setting.

**173 Comparative Social Movements**

**173A Religious Movements and Social Change (4)**

Religious movements from around the world will be analyzed as one genre of

social movements that seek changes in individuals, or all of culture, and that focus on the alteration of things as they are, or transformation of the total context.

**173B Minority Movements and Social Change (4)**

A comparative political-sociological analysis of movements in Ethnic America. Emphasis on the Chicano, Black, Asian, and Native-American minorities.

**173C Comparative Peasant Movements (4)**

A comparative study of the political potential of the peasantry, its role in pre-capitalist societies, and its participation in modern revolutions.

**174 Religion in America (4)**

An interdisciplinary examination of American religious organization and activities. Particular emphasis will be placed on sectarian movements as historical and social phenomena.

**176 Education in America: History, Theory, and Practice**

**176A History of Education in America (4)**

An overview of the evolution of one institution, the educational system, through the nineteenth and twentieth centuries, focusing on a theoretical analysis of the function of education and of the relationship of education to society.

**176B Race, Sex, and Class in American Education (4)**

Education of necessity only mirrors society. This course shall study the extent to which race, sex, and class are factors in the socialization process. In addition, the course will study the origins of educational theory, its incorporation into education and purpose.

**177A-B-C Chicano Historical Experience (4-4-4)**

The history of Spanish-speaking people in Southwestern United States. The first quarter will focus upon the period of initial contact, settlement, and colonization from 1580 to 1821. The second quarter covers the Mexican period, 1821-1848, and period of incorporation of Southwest into U.S., 1848-1900. The third quarter focuses on twentieth century contemporary Chicano experience.

**178 Afro-American History**

**178A From the Slave Ship to Reconstruction (4) F**

The history of Black people in the United States from 1550 up to Reconstruction. The course will deal with some traits of their African background and their slave experience in the United States.

**178B From Reconstruction to the New Deal (4) W**

A survey emphasizing the institutionalizing of Black people into the dominant socio-political-economic structure of North America.

**178C New Deal to Present (4) S**

A survey offering an historical analysis of the function of Black people in the developing civilization of the United States.

**195 Special Topics in Social Inquiry (4)**

Special topics courses in Social Inquiry are offered from time to time, but not on a regular basis. These courses probe a single ethnic group or culture, or take up a special cultural problem or an aspect of culture for consideration. Although these courses are not a regular part of the curriculum, they are relevant to it by providing depth in specific topics and cultures. Possible subject matters are: Nineteenth-Century American Ethnography; Twentieth-Century American Ethnography; Cultures of the Old South; Comparative Cultures of Reservation and Urban American Indians; American Automobile Culture; In-

terdisciplinary Views of Gandhi; Black Social Movements and Ideologies; Protest Movements in Chicano History; Black Psychology: A Psychological View of the Black Experience; The Trans-Mississippi West; Ancient China.

**196 Seminars in Social Inquiry**

**197 Field Study**

**199 Independent Study**

## **GRADUATE COURSES IN COMPARATIVE CULTURE**

**200A-B-C Proseminar in Comparative Culture (4-4-4) F, W, S**

Core course seminar. First quarter deals with qualitative techniques for the analysis of cultural data: historical documents, literary works, and artifacts. Second quarter studies the uses of social science concepts and theory in the study of history, literature, and the visual arts. Third quarter is an examination of major interdisciplinary interpretations of cultures found in America.

**215 Seminar on Chicano History**

Review of the literature on the history of Mexicans in the United States with a critical analysis of the methodology and areas of study. Students will be required to carry out individual research and to write a research paper upon a theme relating to Chicano History.

**245 Christianity and the Non-West (4)**

The nature of the Judeo-Christian west and of the traditions and world views of the non-western world, their historical contacts, and the nature of cultural changes brought about by these contacts.

**250A-B-C Multi-Cultural Foundations of Education (4-4-4) F, W, S**

Introduces M.A.T. candidates to the fundamental issues that pertain to multi-cultural interpretation of the U.S. society and strategies for teaching public school pupils the multicultural concepts. The major focus of this sequence will include: social structure and education, cultural bias in American education (250A); alternative focus for cultural study (250B); and strategies for implementation of multicultural concepts (250C). All courses will attempt to incorporate field-based observations in their organization.

**255 Contemporary Chinese Social and Political Thought (4)**

Studies in the beginning and development of Maoism in China, its meaning and implications, and the nature and sources of opposition to it.

**260 The Artist in American Society**

From seventeenth to twentieth century, traces out the changing conception in America of artists, their social juncture, the nature or object of their art products, and the role they play in culture and the development or preservation of culture. Some attention will be paid to critical questions concerning the relation of art and the artist to society, and to conflicts issuing from the fact that artists often possess or are influenced by a culture differing from that of their fellow citizens. Artists will include writers, painters, architects, and musicians.

**265A-B-C The Social Psychological Dynamics of the Minority Experience in America: Afro-American (4-4-4) F, W, S**

Seminar focusing on the Black experience as perceived through literature, drama, music, community institutions, economic systems, political activity, and life styles. Methodological approaches and research strategies; the pattern of delivery service fields such as health care, housing, education, and welfare; significant directives for social change.

**267 Ideology of Blackness (4)**

A critical examination of literary and activist manifestations intended to promote "black" cultural identity and affirmation in Africa, the Americas, and Europe since 1772.

**270A-B-C Latin American Culture (4-4-4) F, W, S**

Exploration of the historical causes of underdevelopment in Latin America. Emphasis will be on the value of the different methodologies that have been used in the past to analyze the problems of this area of the world.

**275 Reform and Revolution in Latin America (4)**

Seminar focusing upon models for change in Latin America since the Wars for Independence. Students will analyze and compare the different approaches to social change and write a research paper on a theme relating to the seminar.

# Department of Information and Computer Science

Frederic M. Tonge  
*Chairman*

The development of the modern digital computer has made possible the solution of large-scale information processing problems in science, industry, and government. These problems include predicting the orbit of a satellite, simulating the economy, keeping track of inventories, and checking income tax returns. Such problems are solved by having the computer execute a procedure — a sequence of information processing operations including but not limited to arithmetic operations, testing and comparing numbers and representations of alphabetic information, and changing the sequence of operations within the computer. Information and computer science is concerned with the development of procedures which are effective and efficient, languages suitable for stating these procedures, and systems for executing procedures.

The implications of research in the development of information processing procedures and of systems for preparing and executing these procedures extend beyond the direct applications in using the modern digital computer to solve problems ranging from bookkeeping to the control of orbiting satellites. Many animate and inanimate systems can be usefully viewed as information processing systems and analyzed in terms of the way they represent, store, and process information. Thus information and computer science provides a point of view, an approach, for studying phenomena in many sciences.

## Degrees Offered

Information and Computer Science . . . . . B.S., Ph.D.

## Honors

Honors at graduation, e.g., *cum laude*, *magna cum laude*, *summa cum laude*, are awarded on the basis of grade point average and the student's

performance on research. Approximately 12% of the graduating seniors are selected for honors.

## UNDERGRADUATE PROGRAM

The undergraduate program in information and computer science is designed for students preparing for professional careers and for students preparing for graduate study in information and computer science. It is designed to acquaint the student with the presently available methods of information and computer science which are useful in solving problems of science, industry, and government; to prepare the student for the additional formal and self education required in this rapidly developing field; and to foster and extend the student's abilities to solve the kinds of problems encountered in information and computer science. The use of the computer as a problem-solving tool and the effects of its adoption on procedure and data representation are the underlying themes of the program.

Students enrolled in other degree programs who are interested in digital computer programming will normally begin their studies with Introduction to Digital Computation (ICS 1) and continue in the programming sequence with Computers and Programming (ICS 2) and Information Structures (ICS 3) as far as their interests require and their programs permit. Students who are doing, or planning to do, extensive work with numerical problems are advised to consider courses in numerical analysis.

Students are advised by faculty and staff members on academic matters. Advising of undergraduate students is coordinated by the departmental counselor who also provides information on vocational and counseling services available on the campus. Advising of graduate students is coordinated by the faculty graduate advisor.

## Requirements for the Bachelor's Degree

University Requirements: See page 28.

### Departmental Requirements

Mathematics 2A-B-C, 6A-B-C, and three quarters of a coherent unit of any upper-division mathematics course. As a suggestion, students with interests in mathematical applications to physical science may wish to take 105A-B-C or 143A-B-C; those interested in the social or biological sciences may wish to take 130A-B-C, 131A-B-C, or 191A-B-C; and students interested in the theoretical aspects of computer science may wish to take 120A-B-C, 150A-B-C, or 155A-B-C. Any upper-division mathematics class except 104 and 192 is acceptable for the third year mathematics requirement. Information and Computer Science 1, 2, 3, 111, 112, 121, 122, 131, 132, 191, 192, 193.

These requirements are under study and may be changed in the future. Students should consult the Departmental Information Bulletin, issued in fall, 1975, for a complete listing of courses and subject content.

## **JOINT PROGRAM WITH THE GRADUATE SCHOOL OF ADMINISTRATION**

The Department of Information and Computer Science and the Graduate School of Administration offer a special five-year program for selected students leading to both a Bachelor of Science degree in Information and Computer Science and a Master of Science degree in Administration. See the description of the Graduate School of Administration program in this catalogue. Inquiries should be directed to the Graduate School of Administration.

## **GRADUATE PROGRAMS**

### **M.S. Degree**

The planned Master of Science in Information and Computer Science is designed to provide first level professional training in information and computer science and related fields, and basic theoretical understanding and opportunities for continuing development for professional practitioners.

Admission to the program will require a baccalaureate degree, including two years of course work beyond the introductory level in computer science and at least two years of college level mathematics, or equivalent work experience.

The program will consist of twelve courses (forty-eight units), up to three of which may be upper-division undergraduate courses. Each student will be required to demonstrate a major piece of technical work in the form of a thesis.

The program will be available on a part-time basis.

Admission in 1975-76 is subject to final approval of the program. For further information, contact the Department.

### **Ph.D. Degree**

The goal of the ICS Ph.D. program can be stated quite simply: to provide an environment in which qualified students can grow and develop into first-rate researchers and teachers of information and computer science. The task of providing this environment is viewed (as indeed it must be) as a joint effort of students and faculty.

Another equally important goal of this program is to treat each student as an individual case, to the extent possible. In most instances, this emphasis on the individual and the flexibility of the program will help smooth occasional rough spots. As rough spots are encountered more frequently, the program will be modified to eliminate them.

Students are expected to demonstrate competence in four areas of ICS pertinent to their interests, pass a general oral exam, participate in directed research, assist in teaching, and write a dissertation reporting on original research.

The program is designed to be a full-time activity since quality graduate education demands the full concentration of students and faculty. The program should take most students three to four years to complete.

Substantive interests of an academic department are, of course, governed by the interests of its members (including students). The main areas of interests of the ICS Department are artificial intelligence, software systems, computer systems, and the impact of computers on organizations. There are possibilities for dissertation work in many sub-areas of these broad categories and, in addition, it is possible for a thesis student to work under the direction of a faculty member of another department.

The program strives to maintain an informal environment conducive to learning and individual development of students' strengths. The small size of the program (approximately ten faculty and thirty-five students in 1975) makes frequent and informal interaction between all members of the Department a reality.

#### **Admission to the Program**

Approximately twelve to fifteen students are admitted each year. Applications are evaluated on the basis of the student's prior academic record and more importantly, potential for creative professional contribution to ICS. Applicants are expected to have good skills in computer programming and skills in mathematics equivalent to those obtained by good students who complete college-level courses in logic and set theory, analysis, linear algebra, and modern algebra or probability and statistics. A computer science undergraduate training is not required, but some familiarity with machine organization, data structures, software systems, and formal models is helpful.

Applicants should take the verbal and quantitative sections of the Graduate Record Examination. Where feasible, personal interviews are desired, but inability to have one in no way prejudices an application. Additional information on the formalities of application can be obtained from the Graduate Division. Further information on the Department and the graduate program can be obtained by writing to the Department.

#### **Financial Assistance**

Limited financial assistance is offered to students in the form of teaching and research assistantships. Stipends vary, depending on the duties involved, and range upwards from \$3,000. More than half of the students in residence in 1975 will have support from the Department.

#### **General Requirements for the Ph.D.**

Within the requirements of the University and the dictates of practicality, our aim is to permit students to demonstrate their competence in whatever order and by whatever means best suit them.

Three overlapping types of activities in the program can be identified:

**Type 1.** Attainment and demonstration of breadth of knowledge in computer science; this involves course work, independent study, and other related activities.

**Type 2.** Directed research, generally involving work with faculty members on topics of mutual interest.

**Type 3.** Significant independent research. This constitutes a student's thesis.

For purposes of description and certification, it is useful to describe a student as being in a *phase* corresponding to one of these types of activity. Students will spend different amounts of time in each phase depending on their backgrounds and abilities. Although we speak of one leaving a phase and entering another in an ordered sequence, in fact, the phases are expected to overlap for most students in terms of their activities.

**Breadth Phase:** Upon entry to the program, a student is assigned a Breadth Advisory Committee composed of two faculty members and one student who is in the Research or Dissertation Phase. With the approval of the people involved, a student may change the composition, but not the balance, of the Advisory Committee at any time. It is the Committee's job to guide the student's Type 1 activities and to certify that the student has attained sufficient breadth in computer science.

This certification will be based on two things:

1. Demonstration of competence in four content areas.
2. Satisfactory performance on an oral Comprehensive Examination.

A great deal of latitude is permitted the student and the Committee with respect to these items within the guidelines below.

The student and the Advisory Committee may choose any four of the following areas for demonstrations of competence: hardware, operating systems, computational linguistics, artificial intelligence, programming systems and languages, theory of computation, social impacts, algorithmic analysis, numerical analysis. A student may petition the faculty to include additional areas. We encourage each student to select one area which is outside the ICS department. Competence may be demonstrated by written examination, oral examination, or projects. Their scope and content will be determined by the individual's Advisory Committee.

All or part of the area competence requirements may be waived upon recommendation of the Committee and approval of the faculty. A student may petition for such a waiver based on previous study and work in computer science and presentation to the Committee of sufficient evidence of such work.

After completing the first part of the breadth certification, the ICS

faculty will then orally examine the student's literacy in a broad range of topics in ICS.

The timing and methods chosen by students and their Committees to develop competence in different areas are expected to vary. Typically the student and the Committee will outline a program for each area that makes use of a combination of the following resources: courses, individual study, project work, directed research.

**Colloquium:** Each student shall present a colloquium to the Department in the student's area of interest prior to entering the dissertation phase.

**Teaching Requirement:** All ICS graduate students are required to participate in teaching activities before being advanced to candidacy. Teaching activities in summer or night school, service at other universities, etc. may be accepted as fulfillment of the requirement.

**Programming Competence Requirement:** A computer scientist must be able to read and write programs in assembly, algebraic, and non-numerical languages. The demonstration of programming competence is left to the discretion of the certifying committee, but may be the presentation of work done in conjunction with other Type 1 or Type 2 activities.

## INFORMATION AND COMPUTER SCIENCE FACULTY

Frederic M. Tonge, *Professor and Chairman of the Department of Information and Computer Science and Professor of Administration*  
 Arvind, *Assistant Professor in Information and Computer Science*  
 Alfred M. Bork, *Professor of Physics and Information and Computer Science*

John P. Boyd, *Associate Professor of Anthropology and Information and Computer Science*

Ruven Brooks, *Assistant Professor of Information and Computer Science*

George W. Brown, *Professor of Administration and Information and Computer Science*

David J. Farber, *Associate Professor of Information and Computer Science and Electrical Engineering*

Julian Feldman, *Professor of Psychology and Information and Computer Science and Assistant Chancellor for Computing*

Peter Freeman, *Assistant Professor of Information and Computer Science*

Kim Gostelow, *Assistant Professor of Information and Computer Science*

Keith E. Justice, *Associate Professor of Population and Environmental Biology and Information and Computer Science*

Robert E. Kling, *Assistant Professor of Information and Computer Science*

Jack Sklansky, *Professor of Electrical Engineering and Information and Computer Science*

Thomas A. Standish, III, *Associate Professor of Information and Computer Science*

Masahiro Tsuchiya, *Assistant Professor in Residence of Computer Engineering and Information and Computer Science*

## LOWER-DIVISION COURSES IN INFORMATION AND COMPUTER SCIENCE

### 1 Introduction to Digital Computation (4)

Concepts and properties of procedures, language and notation for describing procedures, their solution; application of a specific procedure-oriented language to solve simple numerical and nonnumerical problems using a computer.

### 2 Computers and Programming (4)

Logical basis of computer structure, machine representation of numbers and characters, flow of control, instruction codes, arithmetic and logical operations, indexing and indirect addressing, input-output, subroutines, linkage, macros, interpretive and assembly systems, pushdown stacks, and recent advances in computer organization. Several computer projects to illustrate basic concepts will be incorporated. Prerequisite: ICS 1.

### 3 Information Structures (4)

Basic concepts of data. Linear lists, strings, arrays, and orthogonal lists. Representation of trees and graphs. Storage systems and structures, and storage allocation and collection. Multilinked structures. Symbol tables and searching techniques. Sorting (ordering) techniques. Formal specification of structures, data structures in programming languages, and generalized data management systems. Prerequisite: ICS 2.

### 10 Computer Appreciation (4)

An introduction to the current state of information and computer science and technology for the nontechnical student. Provides an overview for the person who wants to understand computers and automation as a major element in our technological society. Terminology and concepts; information structures; hardware and software; programming languages; applications in business, science, and education; implications.

### 15 Semantics of Computing (4)

Introduction to computers intended primarily for students in the social sciences, fine arts, and humanities. In this course we shall stress the nonnumeric uses of computers including their use as powerful symbol manipulators. Emphasis will be on discovery of computing concepts through actual use of computers. Credit may not be received for both this course and ICS 1.

### 90 Survey of Programming Languages (4)

Presentation and comparison of the procedural and data representation capabilities of several programming languages. Computer solution of problems in each language. Prerequisite: ICS 1 or equivalent.

## UPPER-DIVISION COURSES IN INFORMATION AND COMPUTER SCIENCE

### 111 Software Systems (4)

Principles and concepts of software systems, primarily as illustrated in operating systems. Procedures, processes, memory management, name management, protection, resource allocation, measurement, implementation and design methods. The structure of several illustrative systems is presented.

- 112 Programming Language and Translator Design (4)**  
 Structural characteristics of representative computer languages. Design and implementation of language translators. Methods of automatically recognizing the lexical and syntactic structure of programs and of interpreting or translating them into a machine language.
- 121 Introduction to Computer Design (4)**  
 Boolean algebra as applied to switching circuit design, including minimization techniques. Logic elements: gates, flip-flops, etc. Design of combinatorial and sequential circuits. Bus structure. Structure and design of simple computer systems.
- 122 Computer System Architecture (4)**  
 Rationale for and design of multiprocessing systems, parallel machines, pipeline machines. Microprogramming techniques. Input/output structure. Network-organized systems. Hardware-software tradeoffs.
- 131 Heuristic Models in Computer Science (4)**  
 Heuristic methods for problem-solving. Comparison of formal and heuristic models and methods for particular problems relative to effectiveness, efficiency, and robustness of solutions.
- 132 Formal Models in Computer Science (4)**  
 Models of computation. Formal languages and their related decision problems. Characterization of the class of functions a digital computer can compute. Characterization of the computational complexity of programs.
- 182 Tutoring in ICS (4)**  
 Offers opportunities to tutor both on an individual-as-needed basis and as part of regularly scheduled courses. Specific tutoring assignments will depend on the courses with which the student is working, as determined by the instructor in charge. In most cases they will include some time in individual tutoring and a term paper or project.
- 191 System Measurement and Evaluation (4)**  
 Framework and methodology for determining the performance of existing and proposed information processing systems. Evaluation from the viewpoints of users, designers, and customers.
- 192 Senior Project (4)**  
 Design, documentation, and implementation of a major software project. Emphasis on effective participation in group software production and on design considerations rather than isolated code production.
- 193 Individual and Organizational Factors in Computing (4)**  
 Computing as a professional activity; issues of recognized standards of performance, licensing of practitioners, code of ethics. Specification and impacts of information systems in an organizational environment. Computers as a tool from a societal-cultural perspective.
- 199 Individual Study (4)**

## **GRADUATE COURSES IN INFORMATION AND COMPUTER SCIENCE**

Graduate-level seminars and workshops are not all offered each year but are offered as student and faculty interests dictate.

**200A-B-C Proseminar in Information and Computer Science (4-4-4)**

**210A-B-C Advanced Algorithmic Analysis (4-4-4)**

- 220A-B-C Programming Languages, Translators, and Systems (4-4-4)
- 250 Seminar in Programming Languages, Translators, and Systems (4)
- 251 Seminar in Artificial Intelligence (4)
- 252 Seminar in Automata Theory (4)
- 253 Seminar in Formal Languages (4)
- 254A-B-C Seminar in Pattern Recognition (4-4-4)
- 255A-B Seminar in Self-Organizing Systems (4-4)
- 256 Seminar in Computer Architecture (4)
- 257 Seminar in the Economics of Computation (4)
- 258 Seminar in the Social and Economic Implication of Computers and Automation (4)
- 259 Seminar in Optimization Techniques (4)
- 260 Seminar in Computational Linguistics (4)
- 261 Seminar in Numerical Analysis (4)
- 262 Seminar in Models of the Brain (4)
- 270 Workshop in Programming Languages, Translators, and Systems (4)
- 271 Workshop in Artificial Intelligence (4)
- 272 Workshop in Automata Theory (4)
- 273 Workshop in Formal Languages (4)
- 274 Workshop in Pattern Recognition (4)
- 275 Workshop in Self-Organizing Systems (4)
- 276 Workshop in Computer Architecture (4)
- 280 Special Topics in Information and Computer Science (4)
- 298 Thesis Supervision (4)
- 299 Individual Study (4)

## **Program in Social Ecology**

Arthur S. Boughey  
*Interim Director*

Contemporary American society has been vexed by its seeming inability to change unacceptable situations without exacerbating other problems or creating new ones. A nation that fought its way out of a great depression, mobilized the free world against fascism, and directed fantastic journeys to the moon often seems paralyzed by contemporary problems.

The Program in Social Ecology is designed to offer approaches aimed toward solution of social problems through education. The Program seeks to provide interaction between the intellectual life of the university and the recurring problems of the social and physical environment. Its goal is to sensitize future community service professionals to the ecological complexity of perceived problems of American life.

Several characteristics of the Program in Social Ecology make it particularly distinct from the other more traditional academic units on the campus. One critical aspect of the Program is the interdisciplinary nature of its curricula and faculty. Social Ecology was founded on the conception of man as a biological organism in a cultural-physical environment — and hence the orientation is necessarily multidisciplinary. This orientation pervades the curricula which are aimed at equipping students to attack and solve environmental problems. In our context of usage, environmental problems include all aspects of man's social interactions, on the one hand, and his interactions with the broader biological and physical environment, on the other. The curricula encompass components ranging from psychology to biology to planning, and the faculty includes planners, lawyers, criminologists, psychologists, environmental health specialists, and biologists.

Another critical characteristic of the Program is its involvement with the community. It is axiomatic in the Program in Social Ecology that learning be applicable to the community and that the community serve as an auxiliary source of educational enrichment. The classes, then, are oriented toward producing a coordination between on- and off-campus experience and theoretical and applied learning, so that each enhances and enlarges the other. Students in their junior and senior years are required to spend eight hours a week for three quarters working in community agencies. Students are free to choose their "field study" from the hundreds of agencies described in our field study manuals, or, with the consent of faculty advisors, they may create their own. The following are among the agencies to which students have been assigned to satisfy the field study requirement: Orange County Planning Department; California Youth Authority; Orange County Department of Mental Health (regional teams, central office consulting, research); Orange County District Attorney's Office; Environmental Education Council; Mardan School for Educational Therapy; Veteran's Administration Hospital; Riverside Police Department; Head Start School; Long Beach Neuropsychological Institute; Providence Speech and Hearing Clinic; Big Brothers; Fairview State Hospital; and Costa Mesa Police Department.

The Program in Social Ecology provides the context for educating people needed in professional capacities by various governmental agencies and industrial departments. It has been an initiator, for example, of specialized training in the mental health area at the university level — where the B.A. degree fully qualifies Social Ecology graduates for the new classification of Mental Health Worker.

The Program in Social Ecology also provides the setting for preparing students for professional specialization in schools of administration and law, as well as for graduate work in the social sciences and biological sciences. To illustrate, the curriculum in criminal justice is proving to be excellent pre-law training. In this curriculum, students spend up to one-fourth of their junior and senior years in such field activities as the courts, law enforcement agencies, probation units, and the criminal

justice council. The Program expects to produce graduates with unique abilities and capacities for graduate education. Even the most traditional disciplines are calling more and more for people with cross-disciplinary backgrounds.

And finally, the courses of study of the Program are highly appropriate for educating students to become more effective and knowledgeable citizens because of a familiarity with community problems and the potential modes of solution, regardless of students' ultimate career objectives. For example, work in a child guidance clinic and a crisis clinic can be valuable experience to a person who later chooses teaching as a career goal. Similarly, assignment to air or water pollution control agencies can be of great help to someone who chooses industrial management as a career.

By making most of its courses available to students majoring elsewhere on campus, the Program encourages the development of an environmental outlook among students whose primary interest is more traditional. *The principal exception to this policy is field study. Enrollment in field study is limited to Social Ecology majors.*

### Extended University

The Extended University Program in Social Ecology is aimed at students who are unable to attend UCI on a full-time basis and cannot attend classes during the usual academic hours. Students are accepted for both the B.A. and M.A. programs. Required classes in Social Ecology are scheduled on a rotating basis throughout the year.

Except for the field study requirement, which may be waived for Extended University students with comparable experience, the requirement for the degrees are the same as for regular students. A certain proportion of students in the Extended University will be admitted on the basis of committee evaluation when normal criteria for admission are not satisfied.

### Major Subprograms

#### Mental Health (Community Psychology, Behavior Change)

The Mental Health subprogram focuses on preventive mental health, community intervention, and behavior change. A major tenet of the approach is that dysfunctional behavior must be considered within the context of the immediate environment, physical as well as social. Courses are offered on forms of psychopathology and discordant behavior patterns in children, adolescents, and adults. Students learn how to make systematic behavioral observations and careful assessments of all factors contributing to problems in living. Courses such as Fundamentals of Behavior Change, Introduction to Community Mental Health, Interpersonal Process, Behavior Modification, Therapies and the Developing Child, and Methods of Interviewing are offered. Approximately fifty agencies are available for field study in this area, including community clinics, state hospitals, and preschool and special education

programs. Depending on interests, experience, and competence, a student may do crisis intervention, serve as a co-leader in group or play therapy, plan and implement remedial programs for handicapped children, or serve as a consultant for families or classrooms. A major objective is to train students who, after completing their undergraduate education, will be able to function as competent mental health professionals in the community.

### **Criminal Justice**

The Criminal Justice subprogram provides Social Ecology students with an opportunity to examine critical issues in regard to criminal and delinquent behavior and society's reaction to legally proscribed acts. It is intended to prepare students for careers in law enforcement and corrections, as well as for admission to graduate and professional schools. Course offerings move students through an examination of social problems that are involved with crime, an analysis of legal and social reactions to these problems, and a careful assessment of the organization and operation of the criminal justice system as it now functions.

Field study placements are available in police departments, prosecutors' and public defenders' offices, probation and parole agencies, prisons, consumer affairs agencies, and the state juvenile detention system. Courses offered include Forms of Criminal Procedure, Police-Community Interaction, Delinquency, Juvenile Justice, and White-Collar Crime.

### **Environmental Quality and Health**

The Environmental Quality and Health subprogram is primarily concerned with man's interaction with the physical and biological environment. The subprogram stresses theoretical and practical approaches to environmental problems, thereby creating skills which enable individuals to deal with present-day, as well as future dilemmas. Courses in this subprogram include Environmental Testing, Environmental Health and Education, and Community Health and Pollution Concerns (of the past and future).

The subprogram is designed to introduce students to the concerns of man and his environment. During the course of study, the student learns how to define and solve environmental problems. In conjunction with course work done in other areas of Social Ecology, the student learns the implementation procedure for changing environmental practices. Students are exposed to the following areas: air pollution, industrial health, ergonomics, industrial safety, occupational health, water pollution, food sanitation, and environmental education and administration. In addition to being a service area to other subprograms and other university majors, courses are designed to prepare the students for professional careers in the areas of administration, the technical aspects of environmental quality and health, environmental impact preparation, and community environmental education. Special emphasis is placed upon the roles of individual citizens and community organizations,

both governmental and private, in maintaining and enhancing the quality of human environments. Field study is done at environmental information centers, pollution control agencies, and health centers.

### **Human Development**

The Human Development subprogram offers an ecological focus in the study of the human life cycle. The core problem of the subprogram deals with how social institutions (family, school, home for the aged, etc.) affect development at the various stages in the life cycle. The emphasis is upon the students developing intervention strategies which would be likely to have a positive impact upon social development. The courses range from Early Childhood Development to Death and Dying in America. Field study opportunities exist in such settings as day care centers, a "free school" for adolescents, a project providing meals for senior citizens, a hospital for disturbed adolescents, and a school for multiply handicapped children. Students in the Program aim at careers in education and research or administrative careers involving the construction of new types of learning environments.

### **Planning and Public Policy**

The Planning and Public Policy subprogram is concerned with the public sector's role in protecting and improving man's environment. The "environment" for the Planning and Public Policy subprogram includes social, economic, and natural systems. The student is introduced to the efforts of state, local, and federal government to control such societal problems as crime, poverty, pollution, and poor housing. The subprogram focuses on government's regulatory power as exercised through urban planning, zoning and health codes, and fiscal policy.

The students take courses such as Introduction to Planning and Public Policy, Problems of Metropolitan Areas, Planning Theory, Environmental Law, Analysis of Metropolitan Areas, Environmental Impact Studies, Land Use Controls, and Local Planning in California. UCI is ideally located for field work in Planning and Public Policy. Irvine is the largest planned new city in America, and Orange County, the fastest growing metropolitan county in the country, is the tenth largest in the United States. Planning policy is a crucial element of local government.

### **Human Ecology**

The Human Ecology subprogram looks at man and the environment primarily in biological rather than social terms. There is research in progress on human population growth, population structure, and human mobility as they interact with known environmental limits such as those imposed by watersheds and airsheds in order to determine the numbers of humans that given environments can sustain. The findings from these research activities are presented in a series of courses in the Human Ecology subprogram. There is a lower-division class dealing with the capacities and limits of growth, and one dealing with basic ecological concepts. Two upper-division courses are Dynamics of Human Population and Human Evolution.

## **Additional Concentrations**

### **Environmental Impact Assessment**

Recent legislation in California and several other states has required that the impact of publicly sponsored or approved projects on natural systems, human health, and public services be assessed so that public decision makers can be better informed of the implications of their actions. These assessments take the form of environmental impact reports prepared by multidisciplinary teams of experts. Demand has been increasing for individuals trained to make technical assessments and to synthesize several such assessments into coherent documents which fulfill legal requirements.

Since the faculty of Social Ecology includes experts in human ecology, regional planning, environmental health, environmental law, and environmental psychology, the Program offers many courses and field studies dealing with understanding, measuring, and controlling the impact of man's actions upon his environment. This set of courses provides an excellent concentration base for students interested in becoming environmental impact assessors.

The concentration is started with a three-quarter core, consisting of Introduction to Environmental Health and Quality, Introduction to Planning and Public Policy, and Fundamentals of Ecology. Then more advanced work is taken in such courses as Environmental Law, Environmental Testing, Planning Theory, Air Pollution, Water Pollution, Noise and Noise Control, Local Planning in California, and Environmental Impact Studies.

The concentration in environmental impact assessment is open to incoming freshmen and transfer students, to M.A. candidates, and to Extended University students. Transfer students at the junior level and beyond may find it necessary to make up prerequisite courses.

### **Environmental Psychology**

Environmental Psychology is the study of how the physical and social environment affects individual and group behavior. Among the major topical areas included within environmental psychology are the following: human spatial behavior, environmental perception/cognition, and the utilization of behavioral research in the design process. Students interested in Environmental Psychology can participate in field study placements under the auspices of interior design and landscape architecture firms engaged in evaluation research; school systems developing environmental education curricula; and environmental impact assessment firms specifically concerned with psychosocial indicators of stress.

### **Law and Society**

The institutions and processes studied in Social Ecology's subprograms usually operate within a legal context. Students who wish to emphasize Law and Society will have more than fifteen courses to choose from, all of which cut across artificially defined disciplines. Courses are offered

in Law and Society by faculty from the Criminal Justice, Human Development, and Planning and Public Policy subprograms. Many of these courses have proved particularly useful for pre-law students. In the past year almost half of the UCI students going to law school have been Social Ecology majors.

**Special Offering**

Planning and Public Policy 192, a joint course with the Schools of Biological Sciences, Engineering, and Administration, explores community management interactions in a modern gaming situation. Among the optional special projects of this course is an exercise in the preparation of environmental impact reports.

**Degrees Offered**

Social Ecology ..... B.A., M.A.

**Honors**

Honors at graduation will be awarded to about 12% of the graduating seniors. Initial eligibility for such honors will be on the basis of grade point average. Among those qualifying, the awards of *summa cum laude*, *magna cum laude*, and *cum laude* shall be determined by a committee that considers, in addition to grade point averages, scholarship displayed in day-to-day work, contributions to the community of social ecologists, performance in field assignments, and a paper defining a community problem and demonstrating insight into its causes, its bases of continuance, and the potential paths toward solution.

**Requirements for the Bachelor's Degree**

University Requirements: See page 28.

**Departmental Requirements**

Social Ecology 1; any three courses from the following introductory series: Mental Health 1, Human Development 1, Criminal Justice 1, Environmental Health 1, Human Ecology 1 or Planning and Public Policy 1; Social Ecology 10; appropriate preparatory courses for the field study paths undertaken; between three and six quarter courses of Field Study (Social Ecology 197); and five upper-division courses in Social Ecology (those numbered 100-196).

During the junior and senior years, the student majoring in Social Ecology is required to complete between three and six quarter courses in field study. Field study in Social Ecology is an assignment to some public or private agency where the student is given a unique opportunity to observe and/or participate in problem solving. The field program is aimed at enhancing the learning experience of students by making field and academic aspects directly relevant to each other. Field study assignments are under the direct supervision of field personnel, but each field project has a faculty advisor who meets with the students and evaluates their work, coordinates various efforts, and is responsible for the intellectual-academic policies involved in the work. Moreover, some

aspect of the advisor's own research may be in the area under direction and further supports the work in the field and coordination with campus activities.

Students in field assignments may work singly or as a part of a project team, depending on their backgrounds and accumulated experiences. Students are expected to spend eight to ten hours each week during the quarter in field assignments and are required to submit a report at the end of the quarter.

While there is broad overlap, field assignments are classified in accord with the Major Subprograms of Social Ecology. Thus, for example, assignment to the Orange County Planning Department is classified under Planning and Public Policy, while assignment to the Child Guidance Clinic of Orange County is classified under Community Mental Health. Students choose a subprogram area and specific agency within that area in consultation with faculty advisors. To facilitate these selections, there is a manual of available field placements for each subprogram. (Students may pick up these manuals in the Social Ecology Counseling Office.) Students are encouraged to choose field agencies in at least two subprogram areas, and are required to do so if they enroll in more than three quarters of field study.

Students enroll in field study by attending general sign-up meetings. The dates of these meetings are found in the Schedule of Classes students receive in their registration packets. At these meetings there is a general discussion about field study assignments, what is expected in the field, and any problems that have been encountered. This is followed by individual enrollment into field study by the faculty advisors. *The importance of these meetings must be emphasized as it is the only time to enroll into new field study assignments.* In addition, incoming juniors are expected to attend an orientation meeting before their first quarter of field study. Announcements of the meetings will be posted in the Social Ecology Counseling Office.

### Planning a Program of Study

Since there is great flexibility in choices among academic courses and field study placements, it is extremely important that majors work closely with the Program's Academic Advising Office. This contact will facilitate the development of a coherent academic plan for the students, providing important feedback to aid achievement of primary goals and adequate bases for field study selection.

### Requirements for the Master's Degree

The Program in Social Ecology offers instruction leading to the Master's degree. Each student admitted into the graduate program may choose from two plans: Plan I, Thesis Plan, in which the student completes seven upper-division or graduate courses and then presents a thesis based upon research completed while in the Program; or Plan II, Comprehensive Examination Plan, in which the student completes a minimum of ten advanced courses and then must pass a comprehensive final

examination. Students electing either the thesis or comprehensive plans will have an advisory committee consisting of three faculty members. The committee will approve the curriculum, and either evaluate the thesis or construct a reading list and examination in the area of interest.

All Master's candidates are required to complete a two-quarter sequence in research methodology.

### SOCIAL ECOLOGY FACULTY

Arthur S. Boughey, Ph.D. Edinburgh University, Scotland, *Professor of Social Ecology and Population and Environmental Biology and Interim Director of the Program in Social Ecology*

Carolyn L. Ball, Ph.D. University of North Carolina, Chapel Hill, *Assistant to the Director of Social Ecology and Lecturer in Social Ecology*

Arnold Binder, Ph.D. Stanford University, *Professor of Social Ecology*

Ralph A. Catalano, Jr., Ph.D. Maxwell School, Syracuse University, *Assistant Professor of Social Ecology*

Michele Chargois, M.A. University of Chicago, *Lecturer in Social Ecology*

Ross F. Conner, Ph.D. Northwestern University, *Assistant Professor of Social Ecology*

Thomas Crawford, Ph.D. Harvard University, *Associate Professor of Social Ecology*

T. Timothy Crocker, M.D. University of California, San Francisco, *Professor of Medicine, Professor and Chairman, Department of Community & Environmental Medicine, and Professor of Social Ecology*

Joseph F. DiMento, Ph.D., J.D. University of Michigan, *Assistant Professor of Social Ecology*

C. David Dooley, Ph.D. University of California, Los Angeles, *Assistant Professor of Social Ecology*

Kenneth W. Dumars, M.D. University of Colorado, *Associate Professor of Pediatrics, Physical Medicine & Rehabilitation, and Social Ecology*

Gary Evans, M.A. University of Massachusetts, *Lecturer in Social Ecology*

John V. Flowers, Ph.D. University of Southern California, *Assistant Professor of Social Ecology*

Gilbert L. Geis, Ph.D. University of Wisconsin, *Professor of Social Ecology*

Louis A. Gottschalk, M.D. Washington University Medical School, *Professor and Chairman, Department of Psychiatry & Human Behavior, Professor of Social Ecology and Social Science*

Thomas P. Hamilton, M.D. University of Buffalo, *Director of Health Services, Orange County Health Department, Lecturer in Social Ecology*

Ronald C. Huff, Ph.D. Ohio State University, *Assistant Professor of Social Ecology*

Robert F. Meier, Ph.D. University of Wisconsin, *Assistant Professor of Social Ecology*

- John T. Monahan, Ph.D. Indiana University, *Assistant Professor of Social Ecology*
- Thomas L. Nelson, M.D. University of California, San Francisco, *Professor and Chairman, Department of Pediatrics, Professor of Social Ecology*
- Raymond W. Novaco, Ph.D. Indiana University, *Assistant Professor of Social Ecology*
- Betty H. Olson, Ph.D. University of California, Berkeley, *Assistant Professor of Social Ecology*
- John R. Ottensmann, Ph.D. University of North Carolina, *Assistant Professor of Social Ecology*
- Uwe Reischl, Ph.D. University of California, Berkeley, *Assistant Professor of Social Ecology*
- James Roosevelt, *Lecturer in Social Ecology*
- Robert Rosenblum, J.D., Ph.D. Georgetown Law Center, University of Colorado, *Assistant Professor of Social Ecology*
- Benson Schaffer, J.D. Southwestern University School of Law, *Lecturer in Social Ecology*
- Peter Scharf, Ed.D. Harvard University, *Assistant Professor of Social Ecology*
- Steven J. Simmons, J.D. Harvard University, *Assistant Professor of Social Ecology*
- Herbert J. Steger, Jr., Ph.D. University of Southern California, *Assistant Professor of Physical Medicine & Rehabilitation (Psychology) in Residence and Assistant Professor of Social Ecology*
- Daniel Stokols, Ph.D. University of North Carolina, *Assistant Professor of Social Ecology*
- Jerome S. Tobis, M.D. Chicago Medical School, *Chairman and Professor of Physical Medicine & Rehabilitation, Professor of Social Ecology*
- Carol K. Whalen, Ph.D. University of California, Los Angeles, *Associate Professor of Social Ecology*
- John M. Whiteley, Ed.D. Harvard University, *Associate Professor of Social Ecology*

## UNDERGRADUATE COURSES IN SOCIAL ECOLOGY

### 1 Principles of Social Ecology (4) F, S

Introduction to the ecological paradigm through a consideration of the classic and recent works in human, cultural, and social ecology. Emphasis on the use of the ecological paradigm as an aid in analyzing societal problems and prescribing for their amelioration.

### 8 Introduction to the Theory and Practice of Rehabilitation (4) S

Course covers the types of illness that need rehabilitation (e.g., cerebral palsy, paraplegia, stroke, arthritis, cancer) and the history, philosophy, and treatment methods of rehabilitation. Discussion of the nature of chronic disease, place of the sick in our society, types of professionals who work in rehabilitation, and the relationship between needs of the handicapped and resources available to them.

### 10 Research Design in Social Ecology (4) F, W, S

An introduction to the logic behind and methods of designing research studies

and experiments in Social Ecology. Statistical reasoning discussed to the extent necessary for relevant data analyses. Prerequisite: Social Ecology I.

**11 Methods of Field Research (4) F**

Focuses on the processes of conceptualizing, carrying out, and reporting field research data in the areas of environmental psychology, mental health, and program evaluation. Unobtrusive observation, participant observation, interviewing, and using media techniques (e.g., video) will be covered. Discussion will include ethical issues and problems of objectivity and interpretation of field data.

**12 Statistics and Data Analysis (4) S**

The use of probability models and statistics as decision-making aids in Social Ecology. Included in discussions are classical methods of inference, Bayesian analysis, and methods appropriate for imperfect data. Prerequisite: Social Ecology 10.

**14 Introduction to Personality Development (4) W**

Study of personality development, focusing on theoretical issues and research literature. The approaches of social learning and psychodynamic theorists emphasized in a survey of processes of personality development from infancy through adulthood and old age. Lecture-discussion.

**79 Biology and Public Policy (4) S**

Same as Biological Sciences 81. Lecture, two hours; discussion, one hour. Relation between biology and biological scientists and the formulation and execution of public policies. Topics such as population, delivery of health care, and pollution. Prerequisite: one year of biology, or one year of social science, or consent of instructor.

**80 The Nature and Function of Law (4) S**

A survey of man's relationship with law including an analysis of the theoretical and practical role of law in the evolution of western civilization with emphasis on modern American society.

**82 The Congress (4) W**

The role of Congress as it operates in present day American society, along with its present day relationship with the people, the President, and with the Supreme Court, as well as its own operating procedure. Emphasis on how policy and legislation (environmental, civil rights, etc.) is made and how citizens are affected by Congressional elections. Speakers, such as presently serving United States Representatives or Senators, may meet with class.

**83 Politics of the Judiciary (4) W**

Analysis of inter- and intra-court relationships as they affect judicial power and resource allocation. Upper- and lower-court relations, the relationship between the judicial branch and the legislative and executive branches, and the relationships among the justices themselves examined.

**84 Science and Public Policy (4) F**

A seminar exploring "policy for science" (government support of scientific research and higher education in the sciences) and "science for policy" (government acquisition and utilization of scientific inputs in the policy-making process). Special topics include: government organization relating to scientific mechanisms for generating science advice for various levels of government; allocation of resources for support of science and for public policy research; the relationship between science and technology; the nature of the scientific community and the scientific progress; the role of the university in contributing scientific input to public policy; trends and problems in the relationship of science and public policy.

**85 Science and Ethics (4) F**

Discussion of ethical problems which arise from man's social and technological development. Emphasis on population control, organ transplantation, genetic engineering, biological and chemical warfare, nuclear testing, etc. For each topic the focus will be on establishing the psychological and sociological determinants of our present moral values.

**86 Introductory Social Psychology (4) F**

Surveys three basic areas of psychological research and certain issues of theoretical concern within each: (a) group dynamics; (b) interpersonal processes; and (c) attitude change. The relationship between micro level research and social interventions at the societal level discussed in relation to problems such as media violence, poverty, racial conflict, and environmental degradation.

**87 Environmental Psychology (4) F, W**

Impact of the physical environment on individual and group behavior. Three basic concerns examined: (a) environmental determinants of behavior at the individual and interpersonal level; (b) social planning and urban design; and (c) methodological approaches to the study of environmental issues.

**88 The Presidency and Social Issues (4) S**

Review of development and nature of presidential leadership in adoption and implementation of policies that deal with important social issues. Examination of the many factors that contribute to or limit a president's priorities, style, and ability to influence outcomes.

**89 Introduction to the American Legal System (4) W**

Environmental law provides an interesting and timely introduction to the American legal system. Course investigates roles of courts, legislature, executive branch and administrative agencies, and private citizens in an attempt to regulate environmental quality. Areas covered: traditional bases of Anglo-American legal system; constitutional law; international law; statutory innovations in air and water quality management and land use regulation.

**90 Evolution of Behavior (4) W**

The functional aspects of various behavioral patterns found in human beings today. The influence of early environment on the development of particular information processing biases, modes of interpersonal exchange, and ways of dealing with the physical environment will be traced from an evolutionary perspective.

**102 Special Topics in Environmental Psychology (4) S**

Seminar providing in-depth treatment of theoretical and empirical work relevant to selected topics in environmental psychology. Among the topics considered are (a) housing quality and human behavior, (b) the design of learning environments, (c) human development and environmental design, and (d) the psychological impact of the urban environment.

**106A-B Attitude Organization and Change (4-4) S, F**

**106A** Definitions and measures of beliefs and attitudes; source, message, and audience effects in communication and persuasion; introduction to cognitive consistency theories.

**106B** Relationship between attitudes and behavior; dissonance theory and self-perception theory; expectancy value theories of behavioral intention, implications of attitude theory and research for social action programs. Prerequisite: Social Ecology 10 or permission of instructor.

**108 Introduction to Psychological Assessment (4) S**

Introduces students to intelligence and personality assessment, focusing on the issues and controversies in this domain. Students will be exposed to the stan-

standard instruments and techniques used in the assessment of abilities and attributes and encouraged to develop a test of their own for an applied problem. Prerequisite: Mental Health 1.

**111 Behavior and the Natural Environment (4) S**

Human conceptualizations of the natural environment will be discussed. Foci include the evolution of attitudes toward the environment, landscape assessment research, methodological trends and issues, and theoretical analysis of the human response to the natural environment.

**112 Design and Behavior (4) S**

Tools of architectural analysis and programming are explored. The major portion of the course will be devoted to a field study of particular architectural spaces; for example, an office or a neighborhood shopping area. Various techniques of design analysis will be considered.

**114 Aggression: Conceptions and Methods of Research (4) F**

Explore divergent theoretical conceptions of aggression, various techniques of assessment used in experimental investigations of aggression, and the research paradigms in which such investigations are conducted. Emphasis will be placed on the student's understanding of theoretical and methodological issues — e.g., instinctual vs. learning views; operational analysis vs. intentional action concepts; formulations of aggressive drive, the catharsis controversy, the impact of T.V. violence, the effects of punishment, etc.

**117 Interpersonal Processes (4) F**

Analysis of face-to-face communication in goal-oriented contexts; psychotherapy, persuasion, counseling, etc. A model for stretching one's interpersonal style will be developed by lectures and discussions linked to small group exercises. For graduate and upper-division students, with at least two courses in Mental Health area.

**118 Interpersonal Processes Seminar (4) S**

Readings and class reports introduce nonverbal process analysis. Formulation and design of tests of hypotheses relating nonverbal behaviors to variables such as openness, empathy, and warmth used in therapeutic analysis. Implications for counselor training are discussed. Prerequisite: consent of instructor.

**119 Extreme Environments and Human Functioning (4) W**

Explores effects of extreme environments upon human functioning. Environments exerting "unusual" stress upon individuals will be main focus (e.g., concentration camp, prison, spaceflight, mental hospitals, etc.). Task will be to draw analogies with more "normal" settings (schools, ghetto, factory, family) in order to better understand their effects upon human functioning.

**120 Family Law (4) W**

The practical and theoretical problems of family law, centering around the subject areas of marriage, divorce, parent-child law, property division and spousal and child support. Course will use the law school technique of case study.

**121 Man-Woman Relations (4) S**

Differing conceptions of the sources of enrichment and enhancement in relations between man and woman are studied. Issues affecting partnerships in contemporary society examined as they relate to the process of choosing a partner. Partnership and relationship skills in a communication framework developed in a laboratory section. Prerequisite: Mental Health 101A-B or consent of instructor.

**122 Human Sexuality (4) F**

A broad survey of human sexuality encompassing genetic factors, physiolog-

ical and anatomical development, customary and atypical forms of behavior, reproductive processes, and cultural determinants.

**124 Human Groups (4) W**

The impact of the group on its individual members and the systemic properties of social units. These issues will be examined from both sociological perspectives (Durkheim, Weber, Marx, Merton) and social psychological orientations particularly as reflected in the group dynamics literature). Prerequisite: Social Ecology 86 or permission of instructor.

**129 Women and the Law (4) W**

Investigation of various problems concerning legal rights of women in areas of economics, politics, medicine, marriage, and social life. Students required to conduct individual or team research projects on special legal problems and present findings to class.

**131 Drug Use in America (4) W**

A survey of drug use and abuse in the United States. Examines the use of depressants, stimulants, tranquilizers, opiates, psychedelics, and other drugs from many different perspectives, including legal, medical, social, historical, economic, and cultural aspects.

**136 Psychiatric Aspects of the Legal Process (4) W**

Survey of attempts to develop legal criteria for mentally disordered persons, including criminal responsibility (insanity); mental competence to stand trial, make a will or contract, civil commitment, mental patients' rights; and other jurisprudential issues based on California statutes and current case law.

**145 Social Science and the Legal Process (4) F**

An examination of social science methods as actual and potential tools for understanding and affecting the legal process. Emphasizes legislative, judicial, penal, and administrative stages of the American legal system.

**154 Environmental Impact Studies (4) W**

Covers the new laws requiring the preparation of environmental impact statements before projects are allowed to begin. Conceptual framework and methods of analysis reviewed through case studies.

**155 Essentials of Mountain Ecology (4) F**

Study of basic ecology and the practical aspects involved in mountaineering. Discussions will deal with flora and fauna of Southern California, local geology, and basic ecosystems. Field trips to various areas in Southern California will be offered, two of which will be required.

**159 Consumer Protection (4) S**

Explores the broad interface between technological processing of products and the ultimate effects upon the consumer. Special emphasis upon product safety in terms of environmental contaminants that may enter the food processing sequence, e.g., pesticides, heavy metals, and organisms.

**160 Man, Food, and Nutrition (4) S**

Review and analysis of the usage of foods and the nutritional status of man, as indicators of his social ecology. Principles of nutrition, recent food trends in America, such as "health foods," and the effects of malnutrition and hunger on the physical, behavioral, and mental development in man will be studied.

**162 Developments in Environmental Law (4) W**

A survey of legal developments in the continuing efforts to control and regulate environmental problems. Focus on recent laws and cases establishing standards for clean air, providing methods to control land use, and requiring environmental consequences to be considered in connection with decisions to build highways, power plants, and subdivisions.

**164 Biostatistics (4) S**

Lecture and laboratory. Introduction to statistical analysis including discussion of sample size, distribution, test of hypothesis, types of error and significance, and level of confidence. Emphasis on the use of statistics in public health and biological analyses. Prerequisite: Social Ecology 12.

**165 Behavioral Science Perspectives on Current Problems in Public Health (4) S**

Focuses upon three major issues: the delineation and measurement of psychological, social, and cultural factors in the etiology of disease; analysis of variables which affect the extent of behavioral compliance on the part of individuals with prescribed medical regimens; and identification of factors which influence a community's response to public health programs.

**166A-B-C Topics in Social Science Statistics (4-4-4) F, W, S**

Provides students an effective introduction to elements of statistics which are most widely used by social scientists. First two quarters devoted to conceptual presentation of basic statistical measurements widely used in social sciences. Final quarter provides introduction to inferential use of statistical measurements. Discussion supported by simulation of statistical research using a well described data bank. Same as Social Science 100A-B-C.

**168 Economics of Ecology (4) S**

Investigation of the "maximize wealth" social goal to economic policy and environmental degradation; review of the historical and economic sources of the "maximize wealth" goal and its implications on the environment and population growth; exploration of alternate social goals for environmental protection policy and their implications.

**178A-B Design, Organization, and Operation of Community Information Centers (4-4) W, S**

An exploration of the diverse needs motivating the establishment of community information centers; an assessment of the varied approaches taken in establishing these centers; an assessment of the actual impact of these centers; and a joint effort by the class to design an effective center and to outline appropriate organizational and operational processes for the center. UCI's Student Information Center taken as a case for special attention.

**179 The Consumer and the Law (4) S**

A brief history of the law relating to consumer remedies and products liability. Detailed analysis of the scope of the problem with special emphasis on the impact this aspect of the law has upon society, the consumer, the manufacturer, and the poor.

**180 Constitutional Law: The Warren Court (4) F**

A look at major civil liberty decisions of the Warren Court, their significance, and implications for the future. Among the areas covered are desegregation, reapportionment, criminal procedure, and freedom of speech.

**182 Introduction to Constitutional Law (4) S**

Considers fundamental principles of constitutional law tracing the evolution of basic ideas, such as federalism and Supreme Court jurisdiction. Employs the case book method and is taught by means of the Socratic methods common to many law schools.

**183 Attribution Seminar (4) S**

Research and theory bearing upon the processes which govern an individual's perception of causal relationships in the environment, the motivation and dispositions of others, as well as one's own attitudes, abilities, and emotions, are discussed. Of primary concern are analyses of the attribution process developed by Heider, Kelley, Jones, Schachter, Bem, and Rotter.

**184 Seminar on Density and Crowding (4) W**

Four basic lines of research on crowding are examined: (a) animal studies, (b) correlational surveys utilizing census tract data, (c) experiments on the human use of space, and (d) experimental studies directly concerned with the effects of crowding on human behavior. In light of this research, the distinction between density and crowding is discussed, with special emphasis upon the interaction of spatial, social, and personal factors in the experience of crowding, and the adaptive vs. maladaptive mechanisms of response to perceived crowding.

**185 Alienation (4) S**

The continuities and dissimilarities between historical (Marx), sociological (Durkheim, Weber, Merton), philosophical (Sartre, Camus), and psychological (Keniston, Seeman) perspectives on alienation are examined. Conceptualizations of alienation as a dynamic process, *vis-à-vis* a static phenomenon, are considered. Emphasis on the antecedents of alienation deriving from one's physical/social environment, as well as the affective quality and behavioral manifestations of the alienation experience.

**187 World Populations (4) W**

The relationships between population and other aspects of human life, and the efficacy of different policies to regulate births and deaths.

**190 Forensic Psychology (4) W**

Focuses on the psychological assumptions which underlie various orientations to the criminal justice system. The free-will model of man will be contrasted with deterministic positions; the implications of these assumptions for such issues as the insanity defense, involuntary commitment, incompetence to stand trial and indeterminate sentences will be explored. Prerequisite: Criminal Justice 1 or permission of instructor.

**191 Behavior and the Environment (4) S**

Deals with the effects of the physical and psychological environment upon human behavior. Topics include the effects of crowding, noise, and toxic air on behavior and well-being. Prerequisites: Mental Health 1 and Environmental Health 1.

**193 Seminar in Mental Health and Criminal Justice (4) S**

Students who have taken Social Ecology 190 may pursue a research topic in greater depth in this seminar.

**194 Utopias and Planned Societies (4) S**

This course will inspect the Utopian writers such as Plato, More, Huxley, and Skinner with respect to their views of man and their methods of implementation. The students will criticize previous Utopian inadequacies.

**195 Seminar in Social Ecology (4) S**

Intense interdisciplinary course for Social Ecology seniors which emphasizes the mutual relevance and interactions among Community Mental Health, Criminal Justice, Planning and Public Policy, Human Development, and Environmental Quality. Projects require the student to relate knowledge and techniques from at least two of the Social Ecology subprograms and stress the concept of a social ecological systems approach to solution of social problems.

**198 Directed Group Studies on Special Topics (2 to 4 per quarter)**

**199 Individual Study (2 to 4 per quarter)**

## UNDERGRADUATE COURSES IN CRIMINAL JUSTICE

### 1 Introduction to Criminal Justice (4) W, S

Traces our legal system from its common law heritage. An introduction to criminal and constitutional law in the United States providing basis for discussion of our constitutional structure, corrections, probation and parole, and the police activities of arrest, search and seizure, and interrogations. Juvenile Court law and procedure discussed separately.

### 40A-B Forms of Criminal Behavior (4-4) F, W

"Crime in the streets" and "crime in the suites" have aroused public concern. Political agitation surrounds crimes of violence; reformers demand equivalent sanctions against the white-collar criminal.

### 41 The Police (4) F

A socio-psychological study of the police. Examines the nature and structure of police organizations and discusses their relationship to the social environment.

### 42 Juvenile Delinquency (4) W

An examination of patterns of delinquent behavior, theories of juvenile delinquency, and classic and contemporary research on proscribed behavior among juveniles.

### 43 Law and Order in Society (4) F

Examines the current public concern for "law and order," the form and meaning of this interest, and its effect on the criminal justice system.

### 44 Crime and Society (4) F

The sources of crime in contemporary American society and the concept of crime as one form of "deviance" will be reviewed. The organization and structure of police forces and of correctional agencies will be discussed.

### 45 The Role of the Police in Our Changing Society (4) W

An examination of the history and philosophy of police organization and administration with special emphasis on how society determines the role of the police and the influence of changing social conditions on the role of the police.

### 110 Problems in Criminal Justice Research (4) W

Examines the special problems of conducting research both on criminal behavior and in criminal justice agencies. Specific topics include problems in using control groups and working within legal definitions of criminality, the reliability and validity of data, and the application of observational, interview, questionnaire, case study and analytic induction techniques to this area. Prerequisite: consent of instructor.

### 130 Seminar in Criminal Behavior (4) F, W

Focuses on a specific aspect of criminal activity, depending upon student and instructor interests. Possible subjects include crimes of violence, sexual offenses, political crimes, property crimes, and professional or organized crime, and are examined in depth, historically, cross-culturally, theoretically, and in terms of specific studies of aspects of the behavior. Students expected to prepare reports relating to the chosen topic.

### 132 Delinquency and Juvenile Justice (4) F

An examination of the relationships among officially defined parameters of delinquent behavior, prevention and control programs, and the administration of juvenile justice. Particular emphasis on theoretical rationales for intervention, the delinquent as recipient of prevention-control efforts, and the roles of different agencies in administering juvenile justice. Introductory course on criminal justice helpful (Criminal Justice 1).

**134 Crimes Without Victims (4) F**

An examination of four criminal offenses in which there are apt to be no complaining witnesses – homosexuality, abortion, prostitution, and gambling. Implications of the use of criminal law to control these behaviors in terms of the individuals involved in the offenses, other persons, and the society in general are considered, and various alternative social policies are reviewed and evaluated.

**135 Police-Community Interaction (4) W**

A consideration of the role of police in a democratic society, including issues such as policing the ghetto and campus, corruption, centralization, violence and disruption. Police agencies examined as a part of criminal justice, legal, governmental, and political systems.

**137 Criminal Procedure (4) S**

Mainly examination of Supreme Court cases and important criminal procedure issues, including search and seizure, arrest, wiretap, stop and frisk, self-incrimination, entrapment, plea bargaining, double jeopardy, cruel and unusual punishment, right to counsel and jury trial. Fourteenth Amendment implications for indigent defendants analyzed. Police and other enforcement personnel invited to speak and answer questions in class on relevant issues.

**139 Strategies of Control: Imprisonment and Parole (4)**

An examination of historical and contemporary resolutions to the dilemma posed by pressures to punish and control criminals and the need to preserve civil liberties and human dignity, of the politics of control strategies, of the future of imprisonment in a “free” society, of the use and misuse of parole and the indeterminate sentence, and of “alternatives” to incarceration.

**140 Prisons, Punishment, and Corrections (4) S**

A review of the history and present conditions regarding treatment of law violators. The conflict among rehabilitation, vengeance, and deterrent principles. Analysis of civil rights, racial antagonism, and politicalization in the contemporary American correctional system.

**141 Seminar in Criminal Justice (4-4-4) F, W, S**

Selected topics in the field of criminal justice examined. Issues vary with the interests of the instructor and students, and include such topics as violent crime, political crimes, police discretion, and civil rights of prison inmates. Prerequisite: Criminal Justice 1.

**142 White-Collar Crime (4) F**

Criminal activity of business and corporate enterprise, both in terms of theoretical insights into the explanations of criminal behavior and in terms of social concerns with deterrence. The pioneering work of Edwin H. Sutherland and the contemporary investigations of Ralph Nader provide substantive background. Specific cases and specific forms of social response to white-collar crime reviewed.

**143 Crime and Police Measures (4) S**

Analysis of theoretical relationships between police tactics and criminal behavior, including prevention, determent, diversion, and incapacitation. Examination of current research and practice concerning acquisitive, violent, and victimless crime, involving consideration of social policy issues.

**144 Criminal Law (4) W**

Deals specifically with substantive nature of criminal law as opposed to criminal procedure which is concerned with how the criminal law is enforced. Considers three types of crime: offenses against the person, including laws of homicide, assault and battery; offenses against habitation and occupancy, in-

cluding laws of burglary and arson; and offenses against property, including laws of larceny, robbery, forgery, and counterfeiting.

**146 Fundamentals of Police Administration (4) F**

The police as the entry component in the criminal justice system; principles of organization and personnel management; line and staff functions; political and constitutional controls of jurisdiction and authority; professionalization of police.

**182 Legal Sanctions and Social Control (4) F**

*Examination of criminal sanctions as mechanisms of social control. Study to include the development, aim, and effectiveness of laws; the isolation of behavior to be controlled; the role of interests and power in determining content; issues of decriminalization.*

**183 Crime Investigation (4) F**

Provides a nontechnical overview of criminalistic investigation from the examination of the crime scene, suspect, and victim, through the standard tests and equipment used in the modern crime laboratory, and will discuss the use of the results in the courtroom.

**197F Field Study (2 to 8 per quarter)**

Prerequisite: Criminal Justice 1.

## **UNDERGRADUATE COURSES IN ENVIRONMENTAL QUALITY AND HEALTH**

**1 Introduction to Environmental Quality and Health (4) F, W**

A preliminary survey of man's interaction with his physical and biological environments. Components included are: water, air, food, noise, and housing. Included are elements of environmental administration, environmental education, and consumer protection. International aspects of these factors examined.

**18 Environmental Assessment: Factors Affecting Quality and Health (4) F**

Study of the methods of environmental assessment aimed at evaluating the impact of pollution, poor housing, disease vectors, occupational health problems, and ionizing radiation on the well-being of man. Introduction to methods used in prevention of environmental deterioration and protection of health. Field trips to examine environmental activities related to the topics discussed are conducted.

**50 Water Quality (4) S**

A survey of the chemical, biological, and socio-political aspects of water quality and their implications for our society. Citizen attitudes about the recreational, agricultural, waste disposal, and other aspects of water utilization and consumption. Emphasizes social decision processes which affect the allocation of water resources.

**51 Air Quality (4) W**

Extensive studies of interactions between man and his environment have established beyond any possible doubt that behavior is very sensitive to changes introduced by external environmental factors in the body's internal chemical milieu. Examination of short- and long-term nature of such effects and the mechanisms underlying them, consideration of methods by which the sophistication of our present knowledge may be increased, and assessment of the applicability of our knowledge to public health problems.

**52 Environmental Quality and Citizen Action (4) W**

A review and analysis of methods used by citizens, both individually and in groups, to enhance and maintain the quality of the physical environment. Case study method used with both historical and contemporary examples. Emphasis on identifying the most effective methods based on those which have been successful in other fields.

**110 Introduction to Environmental Standards (4) W**

Examines water, ambient and work place air, noise, radiation, and pesticide standards. Each topic will be analyzed in terms of standard development, enforcement at state and federal levels, and the validity of the standard's ability to protect health. Prerequisite: Environmental Health 1 or consent of instructor.

**125 Microbial Ecology of Natural and Polluted Waters (4) S**

Examines microorganisms and their functions in the aquatic environment, specifically microorganisms' role in the biogeochemical cycles of nitrogen, sulfur, and mercury, and how man's activities are affecting these cycles. In addition, considers how and why indicator organisms are used in the determination of water quality for public health. Prerequisite: Environmental Health 1 or a course in biology.

**125L Microbial Ecology of Natural and Polluted Waters (2) S**

Laboratory limited to ten students who have taken Environmental Health 125 or are taking it concurrently. Six units of credit will be given for taking the course plus the laboratory.

**148 Air Pollution (4) S**

Lecture, four hours; laboratory, three hours. Formation, sources, control effects, and social consideration of air pollution and control. Same as Engineering 164.

**149 Water Resources and Water Quality (4) W**

Lecture, four hours; laboratory, three hours. Chemical and biological aspects of water, water supply, wastewater treatment, and solid waste management. Same as Engineering 163.

**150 Environmental Quality and Governmental Action (4) S**

An examination of the concepts and practices involved in formulating and enforcing environmental quality regulations, emphasizing the social impact of governmental actions, and the role of the community in bringing about new changes.

**151 Noise Pollution (4) F**

Same as Social Science 151G. Sound and noise measurement, the auditory system, simple and complex auditory psychophysics, noise pollution. Prerequisite: calculus.

**152 Methods of Environmental Testing: The Ecosphere (4) S**

Offers practical experience in the use of environmental survey equipment. Theoretical and empirical bases of present environmental standards discussed. Field work conducted to test the quality of the environment in areas of particular interest. Prerequisites: Environmental Health 1 (or equivalent) and the consent of instructor.

**153 Housing and Environmental Quality (4) F**

Lecture and discussion exploring the diversity and complexity of the problems surrounding housing, housing quality, and environmental control. Special emphasis on developing a background in the fields of planning, urban economics, urban sociology, and other interdisciplinary foundations for a common language to be used in discussions.

**155 Environmental Education – Human Habitat and Well-Being (4) S**

Specifically designed for teachers, education majors, and those interested in applying an educational approach to the solving of environmental problems. Principles of environmental quality and health outlined. Students participate in developing educational models for action environmental education programs for the schools and the community.

**156A-B Methods of Environmental Testing: The Work Setting (4-4) W, S**

Introduction to the science and art of identification, evaluation, and control of hazards and stresses prevailing in the work environment. Students will use field monitoring equipment to evaluate noise, heat, ventilation, lighting, particulate and gaseous pollutants in the air, and other factors relevant to industrial hygiene. Prerequisite: Environmental Health 1; a course in statistics or research is desired.

**157 Specific Human Environments (4) F**

Discusses the basic environmental health and quality problems characteristic of such health care facilities as hospitals and nursing homes, educational facilities, penal institutions, day care centers, etc., and the societal factors involved.

**158 Community Health: An Epidemiological Approach (4) W**

An examination of the distribution and dynamics of human health problems on the community level and exploration of the principles and procedures of scientific investigation used to determine circumstances under which diseases occur or health prevails. The broadened scope of epidemiology including environmental, genetic, nutritional, and social ramifications, in addition to the classical concern about infectious diseases and their role in social upheavals is surveyed.

**161 The Blighted Neighborhood – Strategies for Change (4) W**

Reviews philosophical aspects, historical and legislative developments, and analyzes the theories and practices in dealing with the blighted physical environment in light of the dominating socioeconomic, biological, and ethnic factors. Different methods ranging from the “bulldozer’s approach” to change through social action evaluated with the purpose of selecting and recommending methods for future applications. National and international trends examined.

**163A-B Advanced Environmental Health (4-4) F, W**

Involves an in-depth treatment of the theoretical and applied aspects of the complex relationship of the physical and biological environment to man. Those aspects related to preventive medicine and promotion of public health are emphasized. Principles of preparation of environmental impact studies, environmental health planning, and methods of generating community support for environmental quality programs are examined.

**187 Community Problem Solving in Environmental Quality – APEX (2) S**

Role simulation, computer gaming exercise in community environmental management. Same as Engineering 168B.

**188 Principles of Noise and Noise Control (4) F**

Lecture, four hours; laboratory, three hours. Introduction to the fundamentals of sound generation and propagation, source of noise, noise measurement, the effects of noise upon man, legal and economic aspects of noise control, and noise control in architecture. Same as Engineering 169.

**197G Field Study (2 to 8 per quarter)**

Prerequisite: Environmental Health 1.

## UNDERGRADUATE COURSES IN HUMAN DEVELOPMENT

- 1 Introduction to Human Development (4) F**  
Presents an introduction to basic principles of human development from biological, psychological, and sociological perspectives. An overview of life-span development given and problems characteristic of the various developmental stages discussed.
- 17 Assessment Techniques in Human Development (4) F**  
Various methods and tools for the assessment of developmental and educational problems described and analyzed. Topics include intelligence and achievement testing, reading and linguistic assessment, and the evaluation of learning disabilities.
- 28 Parent-Child Relationships – Intimacy, Conflict, and Rejection (4) W**  
Examines aspects of the parent-child relationship as they affect the development of personality, and focuses upon the role of disturbed relationships in the genesis of emotional difficulties. Following a brief exploration of the mother-infant alliance, the more complex and subtle parent-child relationships which evolve as the child matures are studied.
- 29 Early Child Development: Survey of Theory and Research (4) F**  
Lecture-discussion course surveys theory and research in the normal development of young children (birth to six years). Areas of physical growth, language acquisition and cognitive development, motor coordination, socialization, and personality development are covered in both socio-cultural and individual-psychological contexts.
- 105 Mental Retardation (4) F**  
Explores current topics in intelligence testing, cultural-familial retardation, and organic disorders such as Down's Syndrome and Phenylketonuria (PKU). The focus will be on current research and theory. Ethical issues, such as the identification of "high risk" children, the rights of retarded citizens, and genetic engineering, will also be considered.
- 106 Atypical Child Development (4) W**  
Childhood psychopathology, assessment strategies, and treatment modalities surveyed. Focuses on developmental differences, behavior disorders, and mental retardation. Surveys poverty and minority cultures, minimal brain dysfunction, schizophrenia, child abuse, and child advocacy.
- 115 Death and Dying in America (4) W**  
Seminar to explore, primarily by means of student papers, intra- and inter-personal attitudes toward death and dying, and current practices among health and mental health professionals in the management of terminal illness or injury in the American culture.
- 116 Peer Counseling (4) F**  
Introduction to paraprofessional counseling with adults. Reviews assumptions, goals, and verbal strategies of three relevant therapy models – analytic, humanistic, and behavior modification. Selected topics: crisis intervention, suicide prevention, drug abuse, sex-role behavior, intimacy problems, and referral sources.
- 123 Adolescent Development (4) F**  
An investigation of the biological, psychological, and cultural aspect of human development between the ages of twelve and eighteen years. Historical and cross-cultural perspectives will supplement views of contemporary adolescent problems. Prerequisite: a course in child development.

**124 Gerontology (4) W**

Focuses on human aging from a multidisciplinary perspective. Physiology of aging and its psychological ramifications discussed: sociology of the elderly in contemporary society.

**125A-B Youth in Society (4-4) W, S**

Examines the role of youth in society. First quarter devoted to the examination of the historical emergence of the status of youth, the development of youth cultures and contemporary counterculture, the structure of adolescent social arrangements, and the participation of youth in social and political-change, popular culture, and the economy. Second quarter open to students who wish to pursue specific research related to youth in society.

**126A-B-C Child Development I, II, III (4-4-4) F, W, S**

Laboratory/lecture course on the growth and development of children ages two-seven years. Main focus is on observing, recording, and understanding the ordinary behavior of children in group situations, and the theory of culture acquisition.

**128 Perspectives on the Social Development of the Child (4) S**

Focuses on emergence of the child as a social being. Neo-Freudian, cognitive-developmental, and social learning theories considered. Defines and clarifies interaction between child and social world. Lecture and intensive discussion. *Observational study related to social development of child or adolescent required.*

**130 Political Socialization and Human Development (4) F**

Broad study of the social (including peer, family, school, and religious), cultural (environmental), and biological forces which shape political human development over the life span. Socialization as a concept and theories of political socialization with special emphasis on development will be examined. Student responsibilities: readings, paper or project, class presentation.

**134 Human Development and Cross-Cultural Perspectives (4) S**

Examines cultural variations in cognitive and personality dimensions, family structure and kinship patterns, and socialization practices. Special attention will be devoted to consideration of developmental theory in light of individual and cultural adaptation to different environments. Prerequisite: a course in Human Development.

**145 Perspectives in Child Rearing (4) S**

Review of research in childrearing practices, followed by an examination of the impact on children of various social and educational institutions or movements in the U.S. today; the family, group rearing, day care, schools, the media, and the changing roles of women.

**168 Psychological Education (4) W**

Investigation of theoretical foundations of a number of educational programs designed to stimulate greater social, affective, and moral maturity in adolescents. Several theoretical perspectives will be considered, including, neo-psychoanalytic (Gestalt), cognitive-developmental (Piaget and Kohlberg), and behavioral (Skinner) orientations.

**169 Education and Human Development (4) S**

Attempts to relate human development theory to applications in education and counseling. There will be a core lecture and four discussion seminars dealing with sex education, counseling, elementary education, and educational institutions. Considers both the educational ends derivable from developmental theory and means of using developmental theory in human learning. Prerequisite: a course in Human Development.

**170 Self and Human Development (4) W**

Exploration into the theory underlying the development of the self. A number of theoretical perspectives will be studied, including those of Mead, Coombs, Loevenger, and Warren. The course will view anthropological, social psychological, and sociological approaches to the problem and study the development of self in both western and nonwestern contexts. Prerequisite: Introduction to Human Development.

**197E Field Study (2 to 8 per quarter)**

Prerequisite: Human Development 17.

**UNDERGRADUATE COURSES IN HUMAN ECOLOGY**

**1 Fundamentals of Ecology (4) S**

An introduction to the basic concepts in ecology: populations, communities, and ecosystems; the nature of diversity, stability, productivity, cycling and succession; resource utilization and modeling; regulatory mechanisms in ecosystems and the ecological and social consequences of their disturbances.

**53 Man and Natural Disasters (4) W**

Natural disasters include earthquakes, floods, fire, landslides, seismic sea waves, hurricanes, and drought. Emphasis is upon the characteristics of natural disasters and the political and social responses to control them and their consequences.

**54 Man and the Oceans (4) W**

Interaction of physical and social forces in the coastal and marine environment. Topics include: the ocean as cultural and political force in history, the ocean as natural phenomenon, the ocean as resource, the ocean as political phenomenon, new technology for ocean development, and the competition for marine resources.

**70 The Limits to Growth (4) F**

An examination of the present predicament of mankind in terms of limited natural resources, industrial growth, population expansion, increasing pollution, and per capita food production. Study of problems involved in equating growth with progress, especially as outlined originally by the Forrester models, and subsequently developed by the Club of Rome and M.I.T.

**71 Biological Basis for Social Behavior (4) S**

Biological factors form a substantial segment of many of the behavioral problems dealt with by a social ecologist. Examples of behaviors discussed include mental health, overpopulation and resultant pollution, and drug abuse. While lectures stress the role of biological processes in these behaviors, resultant discussions consider the relationship of a social ecologist to those behavioral problems mentioned as well as to additional topics.

**170 Human Evolution (4) F**

Three lectures per week survey human evolution from the primate stage to the present. Topics covered include primate, hominoid and hominid evolution, various forms of *Homo*, cultural developments, settlement origins, and society evolution. Emphasis on cultural evolution in terms of environmental influences. Prerequisite: Human Ecology 1 or equivalent.

**171 Dynamics of Human Populations (4) W**

Focuses on the dynamics of human populations. Topics include natality, morality, natural increase, in and out migrations, age distribution, life tables, carrying capacities and optimum population levels, fluctuations in and regulation of population densities. Various computer models of population dy-

namics demonstrated and operated during laboratory periods. Prerequisite: Human Ecology 1 or equivalent.

**173 Human Ecology (4) W**

Lecture, three hours. Multi-media course. Consideration of demographic features, intrinsic rate of increase, and carrying capacity. Encompasses effects of human populations on their environment, and also of environment of human populations, settlement patterns, and societal evolution. Same as Biological Sciences 166. Prerequisite: Biological Sciences 101E or Human Ecology 1 or consent of instructor.

**174 Seminar in Social Psychological Perspectives on Human Fertility (4) S**

Theory and research on the influence of personality needs and traits, social norms, and perceived costs and benefits upon childbearing behavior. As project, students will be expected to design a study of social psychological causes and correlates of human fertility.

**197H Field Study (2 to 8 per quarter)**

Prerequisite: Human Ecology 1.

## UNDERGRADUATE COURSES IN MENTAL HEALTH

**1 Introduction to Mental Health (4) F**

A study of mental health as a concept and goal through history, including personality theory, assessment, counseling, psychotherapy, and the community mental health movement. Emphasis on informing the student of the history and recent developments in the various mental health specialties and service delivery systems.

**15 Fundamentals of Behavior Change (4) F**

Through lecture and peer-led discussions, students begin to acquire basic skills in observing and measuring human behavior, interviewing, communicating effectively in small groups, and formulating and testing hypotheses about problem behaviors and strategies for change. Emphasis on the uses and abuses of the psychological experiment and the relevance of experimental problem-solving methods for any behavior change project.

**16 Community Mental Health (4) W, S**

Deals with the community orientation to the delivery of mental health care. The development of community mental health described and various models for its practice delineated. Techniques of evaluating the efficacy of community programs explored. Prerequisite: Mental Health 1 or permission of the instructor.

**20 Abnormal Behavior (4) W**

Explores various theoretical perspectives on abnormal behavior, describes major patterns of abnormality, and examines several current controversies in the field. While emphasis is on the description and assessment of abnormal behavior, such issues are most relevant when placed in the context of prevention and treatment. Prerequisite: Mental Health 1.

**21 Methods of Behavior Modification (4) W, S**

A series of presentations of ongoing programs using behavior modification. Behavioral modification techniques are derived from psychological theories of learning and emphasize reinforcement and modeling. The techniques are applied in schools, clinics, homes, and hospitals to modify such behavior as child autism, reading disorders, self-slapping, sexual deviations, alcoholism, attention deficits, adult psychotic disorders, and phobic reactions. They are also used with children who are considered normal but who show minor behavioral problems. Prerequisite: Mental Health 15.

**22A-B Methods of Counseling (4-4) F, W**

Explores the methods and techniques of counseling and examines the difference between interviewing, counseling, and therapy; then presents counseling strategies with emphasis placed on educational counseling. Specific cases and the counselor's use of questions, reflections, interpretations, silence, self-disclosure, and advisement presented.

**23 Methods of Therapeutic Intervention (4) S**

Lecture course in the methods of therapeutic intervention. Included are: the therapeutic use of questions, reflection, interpretation, self-disclosure and advice. Emphasizes the identification of conflict and double message statements as a method of problem identification, and will emphasize therapist role changes when shifting from the problem identification phase to the solution phase.

**100 Ethics of Behavior Modification (4) S**

An examination of the ethical issues of using behavior modification to change individual human behaviors. Some of the topics discussed will be voluntary versus involuntary treatment; explicit versus disguised therapist-patient contracts; and deliberate versus nondeliberate conditioning.

**101A-B Counseling Theory I and II (4-4) F, W**

Theoretical approaches and related counseling techniques examined, including client-centered, rational emotive, transactional analysis, Adlerian, Gestalt, and behavioral counseling. Beginning relationship skills practiced in a laboratory section, using film and audio tapes.

**102 Survey of New Therapies (4) F**

An overview of such new approaches to counseling, psychotherapy, and facilitation of individual growth as Transactional Analysis, Rational Psychotherapy, Bio-energetics, Gestalt Therapy, Psychotherapy by Computer, and Implosive Therapy. Some effort devoted to the analysis of factors that differentiate between social technologies of lasting import and those of temporary impact.

**103A-B Methods of Group Therapy (4-4) F, W**

Theories and techniques of small group dynamics and structure reviewed and evaluated. Comparisons made among group methods of leadership development, conflict resolution, sensitivity training, social action, growth, and encounter. A laboratory in group experience will be included. Prerequisite: consent of instructor. Students are expected to volunteer for participation in several ongoing laboratory experiments.

**104 Behavioral Assessment (4) W**

Laboratory-seminar exploration of various methods of observing and recording the behavior of young children. Focuses on the development of observational skills and the application of assessment techniques in intervention and research programs. Prerequisite: consent of instructor.

**105 Behavior Therapy and Beyond (4) W**

Successful behavior therapy requires a broad spectrum approach which extends beyond simple stimulus-response formulations. Advanced seminar explores innovations in behavioral assessment, cognitive restructuring, role playing, etc. The focus will be on the theory, research, and application of techniques of behavior change which emphasize cognitions and individual differences. Prerequisite: consent of instructor.

**107 Therapies with the Developing Child (4) S**

Diverse treatment modalities explored, including traditional and innovative forms of play and family therapy, behavioral approaches, educational intervention, and treatment with psychoactive drugs. Relevant theories, specific techniques, studies of therapeutic outcomes evaluated and compared.

**108A-B Behavioral Intervention with Children (4-4) F, W**

Each student conducts a behavioral intervention program with a child in a school, hospital, or home setting. Emphasis on in-depth specification, application, and evaluation of the principles and procedures of behavioral change *in practice*. Prerequisite: Mental Health 104 or permission of the instructor.

**109 Behavioral Approaches to Counseling (4) S**

Explores in depth the methods and techniques of counseling, and examines the differences between interviewing, counseling, and therapy. Presents behavioral counseling with emphasis on educational, vocational, and rehabilitative counseling. Specific cases involving reinforcement, social modeling, counter conditioning, and cognitive techniques presented with emphasis on the counselor as consultant rather than as direct interviewer.

**110 Behavioral Intervention in the Classroom (4) W**

Explores behavioral interventions that can be implemented by teachers or parents with children evidencing behavior problems in the classroom or home. Some interventions covered are those designed to treat hyperactivity, depression, lack of self-confidence, rebellion, cheating, and teacher dependence.

**111 Survey of Clinical Psychology (4) S**

An overview of the field of clinical psychology, including an historical view of the role of the clinician; study of controversial issues in the field (i.e., standards for training, acceptance or rejection of the medical model and diagnosis, the nature of clinical prediction, appropriate use of tests); a survey of diagnostic and therapeutic theory and procedures; evaluation of major clinical practices; discussion of ethics and current trends. Prerequisite: Mental Health 20 or permission of the instructor.

**112 Introductory Counseling Practicum (4) S**

Develops counseling skills through simulated and actual counseling experience under supervision. Weekly individual supervision of the counseling practice supplements regular class sessions. Prerequisites: Mental Health 101A and consent of instructor.

**113 Principles of Prevention in Mental Health (4) S**

Surveys various theories concerning the prevention of mental illness at three preventative levels: Primary prevention (to reduce the incidence of illness); Secondary prevention (to reduce the duration and extent of illness); and Tertiary prevention (to reduce the debilitating effects of illness).

**114 Community Mental Health: Organization and Legislation (4)**

The current structure and function of community agencies explored and related to recent legislation regarding mental illness and mental retardation. Emphasis on the implications of recent legislation and current practices for direct mental health services to selected subcultures such as the poor. Manpower needs and future strategies discussed.

**120 Anger and Violence in Society (4) W**

An overview of current theory and research on aggression followed by a focus on anger and violence as problems in individual and social functioning. The process and functions of anger are examined with regard to normal behavior and psychopathology. The determinants, prevalence, and implications of violence in society are analyzed.

**126 Community Mental Health and Criminal Justice (4) S**

Consideration of the *community* approach to the prevention of psychological disorder, with emphasis on the police, courts, and the correctional institutions as providers of psychological services. Prerequisite: Mental Health 16 or permission of the instructor.

**133 Interviewing and Assessment (4) S**

Introduction to the use of principles of interviewing techniques in psychological assessment. Emphasis is on goal-oriented assessment and the ability to translate understanding into interpersonal exchange. Lab sessions will be used for training. Prerequisites: Mental Health 1 and 15.

**197D Field Study (2 to 8 per quarter)**

Prerequisites: Mental Health 15 and 16.

## **UNDERGRADUATE COURSES IN PLANNING AND PUBLIC POLICY**

**1 Introduction to Planning and Public Policy (4) W**

Gives the background necessary to pursue more advanced courses dealing with the analysis of metropolitan areas and the planning process. Objectives: to expose students to the "seminal works" of the social sciences concerned with the city; to describe the models of the city which have been derived from the seminal works; and to demonstrate the nexus between the social science models of the city and the urban policies pursued by the public sector in general and urban planning in particular.

**19 Planning Practice (4) F**

Introduces the operational techniques and procedures common to most public planning agencies and surveys the procedures peculiar to city, county, and regional agencies. Also considered are the variations among states in planning enabling legislation.

**50 Spatial Perspectives on Human Behavior (4) S**

Overview of the contributions made by social geographers to the study of human behavior. Three major fields of inquiry are singled out: (a) the physical environment and human behavior, a concern of "classical" geography; (b) space and human behavior, a current concern of geographers; (c) social environment and human behavior, an exploration of the borderland between geography and sociology.

**80 Understanding "The System" in Orange County (4) W**

Discussion and analysis of how elected and appointed officials, city and county staff, citizens and private enterprise participate in the making of decisions at the county and municipal level. Politicians, government officials, and community leaders will participate in discussions of problems and solutions that affect the quality of life.

**81 Problems of Metropolitan Areas (4) W**

Covers a description of the major problems facing metropolitan areas, and of the forces generating those problems. Proposed solutions discussed.

**83 The Public Sector (4) W**

Introduction to concepts and principles necessary to understanding the role of the public sector in modern American society, primarily from the perspective of economics; prepares students to assume more advanced course work in policy analysis. Prerequisite: Planning and Public Policy 1.

**90 History of Urban Planning (4) W**

Historical overview of the development of the urban planning profession as it has responded to the evolution of urbanism.

**150 Cost-Benefit Analysis (4) W**

Review of literature and examples relating to cost-benefit analysis; an exploration of various meanings of costs and benefits; an assessment of the applicability and the limitations of various cost-benefit indicators and estimating techniques.

**170 The Spatial Dimensions of Social Interaction (4) S**

A theoretical consideration of spatial interaction. Topics discussed will be the development of suitable empirical measuring devices, the problems of data collection, and the basic principles of survey analysis. A project report is required.

**172A-B Social Planning (4-4) W, S**

Aimed at providing a conceptual framework for planned social change. Focus of first quarter is assessment of the setting, framework for design of organizational and community change attempts. Second quarter focuses on change attempts and articulation of strategies for implementation of social interventions. Participants will divide time between lectures and involvement in work groups. Plans will be evaluated by a jury of community representatives and other experts.

**174 Local Planning in California (4) W**

A survey of the planning tasks required of local government by the State of California, and the techniques used to perform them. Prerequisite: Planning and Public Policy 1.

**175 Land Use Controls (4) W**

A consideration of the legal principles underlying and circumscribing the power to control land use in California. The legal bases for zoning, general planning, and other planning tools will be covered. Prerequisite: Planning and Public Policy 1.

**176 Planning Theory (4) S**

Deals with "planning" in the generic sense, as well as public sector and urban planning. Topics include: "Planning – The Ultimate Presumption?," "Planning – The Ideal Context," "Planning vs. Democracy," "Planning – The American Context," "Planning is as Planners Do," and "Is it Better to Have Planned and Lost, Than Never to Have Planned at All?"

**177 Analysis of Metropolitan Areas (4) W**

Hypotheses concerning the nature and problems of metropolitan areas are tested using statistical data. Introduction to the census and other sources of descriptive data useful in understanding public sector attempts to control the dynamics of urbanism. Prerequisites: Planning and Public Policy 1 and 176.

**178 Economic Principles and the Public Interest (4) F, S**

Introduction to economic principles with special effort to discover and criticize those concepts and analytic techniques which might be helpful to students seeking to define and serve "the public interest."

**180 Policy Analysis (4) S**

Review of the literature related to the new and nebulous field of "policy analysis," including contributions by Lasswell, Dror, Wildavsky, Arrow, Lindblom, Quade, and others; a comparative critique of various systematic approaches to decision making or to the analysis of public policies, such as "systems analysis," "planning – programming – budgeting," "cost-benefit analysis," "delphi procedures," "technology assessment," etc.

**181 Land Use and Public Policy (4) F**

An introduction to contemporary understanding of land use dynamics and their implications for urban and regional planning. Prerequisite: Planning and Public Policy 1.

**182 Housing and Public Policy (4) F, S**

The system of providing urban housing in the United States will be examined. Special attention will be given to the economic and social problems associated with the provision of housing for low- and moderate-income families. Existing

and proposed government housing policies for alleviating these problems will be analyzed.

**192 Workshop in Administrative Problem-Solving (4-4-4) F, W, S**

Interdisciplinary exploration of community interrelationships by means of simulation exercises, based on the APEX program which provides experience in community role-playing and the implementation of community projects. Provides opportunities for a case-oriented approach to the integration of conceptualized environmental knowledge.

**193 Planning for Health and Social Services (4)**

A study of core concepts, models, strategies, and tactics for planning social and health services in contemporary America. The course will consider methods for citizen and volunteer participation, institutional and political constraints on planning and implementation, the legislative arena, the requirements of the planning process, and the personal skills required for effective social or health planning.

**197I Field Study (2 to 8 per quarter)**

Prerequisite: Planning and Public Policy 19.

## GRADUATE COURSES IN SOCIAL ECOLOGY

**200 Seminar in Social Ecology (4) F**

Students are introduced to the classic and contemporary literature of human and social ecology and are expected to use the ecological paradigm to analyze social phenomena of interest to the differing subprograms.

**201A-B Advanced Research Methods (4-4) W, S**

Discussion of the major problems in designing research investigations and evaluations in Social Ecology, methods of analyzing data, and the inferential process of interpreting results. Included are: statistical inference, hypothesis testing, finite sampling methods, correlational approaches, and the analysis of variance. Prerequisite: course in statistics or research methods.

**203 Social Ecology of Sex Differences (4) F**

Recent research on sex differences in physical development, intelligence, social patterns, adult-child interaction, and behavioral deviance will be reviewed. Current psychological and biological theories of sex differences will be evaluated in terms of data from a variety of scientific disciplines, and implications for contemporary social problems will be explored.

**206 Guidance Services for Facilitating Human Development (4) Summer**

Consideration of techniques of applying knowledge of human behavior to assist students in their growth and development; how to apply theories of learning and development of curricular tasks; and present available remedial and developmental techniques and special programs available to students. Preventive counseling techniques such as deliberate psychological education will be considered, as well as ethical principles of the profession.

**207 Counseling Skills for Facilitating Human Development (4) Summer**

Focuses on promoting understanding and respect for individual differences, the development of individual potential and competencies through knowledge of and ability to apply acceptable individual and group counseling techniques to promote positive attitudes toward self and others. Skill development in basic human helping techniques will be taught. Prerequisite: permission of instructor.

**208 Assessment Techniques (4) Summer**

Development of competencies in the ability to give and interpret standardized group and individual assessment techniques with special emphasis on those in

use in the public schools. Theories and techniques to understand affective, cognitive, and behavioral characteristics of both typical and atypical children will be presented, along with knowledge and understanding of different types of test biases, including cultural and statistical test biases.

**209A-B-C Supervised Counseling Experience (4-4-4) Summer, F, W**

Development of the ability to apply counseling techniques, both individual and group, through supervised practice under observation will be the focus. Weekly individual and group supervision will be supplemented with lectures on counseling from a developmental framework and its application to different age groups. Same as Education 340A-B-C. Prerequisite: permission of instructor.

**210 Theory and Method of Community Mental Health (4) F**

Community mental health as an alternative to the traditional passive mode of delivering mental health services. The core assumptions of community practice will be explored and several models for its functioning will be presented. Prerequisite: course in abnormal psychology.

**211 Advanced Principles of Counseling and Psychotherapy (4) F**

Prepares the graduate student to engage in counseling and psychotherapy by lectures, simulated laboratory experiences, and supervised field experiences. Therapeutic responses to various problems at different stages of treatment are inspected theoretically, practiced, and then applied in supervised experiences. Prerequisite: Mental Health 22A-B.

**212 Seminar in Behavioral Assessment (4) S**

After reviewing the theoretical and empirical literature on assessment strategies, students will design and implement behavioral assessment programs tailored to specific problem areas in schools, hospitals, and community settings. Measurement problems, ethical dilemmas, and potentials for community applications will be reviewed. Prerequisite: course in developmental biology.

**214 Seminar in Developmental Processes (4) W**

Cognitive, interpersonal, and moral perspectives of the child viewed from within a developmental framework. Intensive background in both epistemological and empirical approaches to the field. Students define a problem related to child or adolescent development and conduct a preliminary related study. Prerequisite: course in developmental psychology.

**215 Advanced Principles of Group Psychotherapy (4) S**

Prepares the graduate student to begin practice as a co-therapist by lectures and laboratory experiences. Concentrates on the theory of group processes and has the students apply these principles in laboratory groups. Extensive videotape and computer feedback are used to give the student ongoing progress and process feedback and to check the student's ability to gauge changes that are occurring. Prerequisite: Social Ecology 124.

**216 Seminar in Assertion Training (4) W**

Prepares a graduate student to be an assertion training co-leader by means of discussion, simulated laboratory experiences, and guided practice. Inspects the conflict of the anxiety and behavior deficit models of maladaptive behavior and inspects and demonstrates the uses of systematic desensitization, simulation, successive approximation, hierarchies of responses, and behavioral rehearsal as techniques to facilitate behavior change. Prerequisites: Mental Health 22A-B and Social Ecology 124. Students are expected to volunteer for participation in several ongoing laboratory experiments.

**217 Nonprofessional Change Agents Seminar (4) F**

Issues in selection, training, and development of nonprofessional social change agents and the emerging role of the nonprofessional in community psychology

and social ecology. Techniques in assessment and selection of nonprofessionals and a critical review of brief training techniques. Prerequisite: consent of instructor.

**218 Mental Health and Social Policy Seminar (4) W**

Issues in the economics of mental health delivery and primary preventions, problems in relating mental health epidemiology to economic indicators and fiscal policy, evaluation of alternative social interventions from the standpoint of costs and benefits and the trend towards program accountability.

**219 Learning and the Control of Behavior (4) S**

Principles and theories of classical and operant conditioning from laboratory experiments and demonstrations of the extensions of such studies into more clinical settings. Criticisms of learning theory applications will be reviewed and the question "Is there a learning theoretical basis to behavior control?" will be repeatedly reviewed.

**220 Developmental Psychology (4) S**

Survey of theory and technical research in developmental psychology; coverage includes growth and development of personality and social functioning of sensory, motor, cognitive, and intellectual processes. Prerequisite: course in child and adolescent development.

**221 Seminar in Atypical Child Development (4) F**

An atypical syndrome such as minimal brain dysfunction or early childhood autism will be selected for intensive analysis. Studies of biological functions, psychological processes, family variables, intervention strategies, legislation and community programming — all will be explored and integrated. Methodology and evaluation will be emphasized.

**222 Development of Moral and Political Consciousness (4) F**

The development of moral and political thought from early childhood through adulthood. Both psychological and socio-historical approaches considered. The contributions of Piaget, Kohlberg, Durkheim, Lifton, Lane, Adelson, and Kenniston will provide the major readings.

**223A-B Intervention Strategies for Moral and Psychological Development (4-4) F, W**

Emphasizes theory development and research methodology from several perspectives including Kohlberg, self theory, Piaget, and ego psychology. Four levels of intervention will be studied: 1) individual 2) two-person 3) classroom 4) institutional. Students are expected to analyze ongoing interventions, and develop and implement their own interventions. The second quarter in the sequence is a continuation of A with an emphasis on implementing projects and curricula derived in A. Prerequisite: consent of instructor.

**224 Behavioral Epidemiology (4) W**

Surveys the field of behavioral epidemiology, focusing upon three central issues: 1) the role of psychological, social, and cultural factors in the etiology of disease; 2) analysis of variables which affect patients compliance with prescribed medical regimens; 3) identification of factors which influence a community's response to public health programs. Prerequisite: consent of instructor.

**225 Utopias: Belief and Human Development (4) F**

An examination of the nature and development of human belief and the effects of belief on behavior, including the building of the "Good Society" within specific environments. Student responsibilities: readings, paper or project, class presentation.

**228 Marriage and the Family (4) F**

Studies, both in this society and cross-culturally, the historical and present status of the roles of the institution of marriage and the functions performed by the family. Changing conceptions of the different responsibilities of marriage partners and sex role expectations will be considered.

**229 Approaches to Marriage and Family Counseling (4) F**

A survey of the different approaches to marriage and family counseling with an examination both of the theoretical assumptions and the therapeutic techniques employed.

**230 Seminar in Relationships Between Men and Women (4) S**

Focuses on research issues related to the nature of partnerships between men and women. Included will be an analysis of communications skills, sex role behavior, identity formation, the development of intimacy, conflict resolution, and values.

**231 Crime, Violence, and Public Order (4) S**

An examination of the seriousness of various types of criminal behavior and the effect of these activities on contemporary society. Criminal patterns involving street, corporate, and group crime will be considered from the standpoint of social harm, public confidence in government, and customary or proper responses of criminal justice agencies.

**232 Seminar in Juvenile Delinquency (4) S**

The major theories of juvenile delinquency, prevention and control programs, and the administration of juvenile justice.

**233 Law and Social Order (4) S**

Through analysis of important historical controversies, the ability of legal institutions to deal with pressing social problems will be studied. The breaking of certain Indian treaties, desegregation, and reapportionment will be among the areas covered.

**234 Urban Society and Crime (4) W**

Possible explanations for the pervasive racial, economic, and cultural bias prevalent in substantive criminal law and its administration. A limited number of areas will be explored in depth in order to understand the bias behind the rhetoric of civil liberties and equal justice. Prerequisite: course in criminal law.

**235 Theories of Crime (4) W**

Explanations for the cause of crime often tell as much about the structure and ideology of a social system as they do about violations of the criminal law. The course will examine the positions of thinkers such as Bentham, Freud, Marx, Lombroso, Sutherland, as well as those of the current labeling theorists, who believe that crime is primarily a function of the distribution of power and of tactics of the strong denigrating acts of the weak. Prerequisite: Criminal Justice 40A.

**236 Seminar in Police Administration (4) W**

Analysis of political, constitutional, and procedural restraints on law enforcement; the effects of police organization and personnel management on such factors as social goals, professionalization, community relations, and use of discretion.

**238 Seminar in Human Ecology (4) S**

Weekly review of current literature and developments in this field. Prerequisite: consent of instructor.

**239 Graduate Tutorial in Human Ecology (4) S**

Advanced study in areas not represented in formal courses. Tutorials may involve individual or small group study through reading, discussion, and com-

- position. Prerequisite: consent of instructor.
- 240 Planning for Seismic and Environmental Hazards in Urban Areas (4) F**  
 Concepts related to seismic risk, land slides, tsunamis, building performance, and planning for earthquake-hazardous areas will be considered. Problems related to grass fires will also be discussed. Students will undertake projects related to own special interests.
- 242 Urban Ecosystems (4) S**  
 Lecture, discussion, and composition. Evolution of human settlement patterns and their environmental interactions. Development and fundamental behavior bases of education, communication, transportation, recreation, and other systems. Prerequisite: Human Ecology 173 or its equivalent, and consent of instructor.
- 248 Hominid Evolution (4) S**  
 Evolution of genus *Homo* from primate origins to appearance of *H. sapiens*. Includes ancestral primate, hominid, and homonoid features, evolution of communication, cooperation, culture, and other social behavior patterns. Prerequisites: Human Ecology 173 and consent of instructor.
- 250 Metropolitan Analysis Seminar (4) W**  
 Students are introduced to sources of data which they will collect to test hypotheses concerning urban systems. Prerequisite: Social Ecology 200.
- 251 Contemporary Environmental Issues (4) S**  
 A discussion of selected contemporary environmental problems emphasizing their impact on society with special reference to man's health and well-being. Analysis of causes of such problems and methods of solution will be explored. Problems discussed in the class will vary from year to year in response to current environmental issues. Prerequisite: course in environmental assessment.
- 252 Man and His Environment (4) S**  
 The core issue of this course is the impact of the physical environment on individual and group behavior. Three basic concerns are examined: environmental determinants of behavior at the individual and interpersonal level; social planning and urban design; and methodological approaches to the study of environmental issues.
- 253 Urban Planning (4) S**  
 A survey of the models of urbanism assumed by professional planners and of the tools and powers at their command. Students will assess the likely effectiveness of planning efforts given those tools and the complexity of urban dynamics.
- 254 Proseminar in Environmental Planning and Analysis (4) W**  
 Presentation of current research papers of faculty and senior graduate students interested in environmental planning and analysis. Prerequisite: Social Ecology 200.
- 255 Seminar in Policy Analysis (4) F**  
 An examination of the political and legislative processes through which public policy affecting Social Ecology subprograms is made. Prerequisite: Social Ecology 200.
- 256 Politics of Plan Implementation (4) F**  
 Survey and discussion of the literature concerned with the politics of plan implementation. Students will conduct and present analyses of political settings relevant to planners. Prerequisite: Social Ecology 200.
- 257 Social Indicators (4) S**  
 A survey of the social indicators literature and presentation of individual pro-

- jects attempting to devise indicators of social phenomena. Prerequisite: Social Ecology 200.
- 258 School Finance: The Law and the Problem (4) W**  
A seminar considering the legal and policy implications of fiscal disparities among school districts.
- 259 Social Psychological Perspectives on Community Problems (4) W**  
Social psychological theories and methodologies will be applied to an analysis of population problems, environmental degradation, racial conflict, media violence, and international tensions. Among the conceptual frameworks emphasized are theories of attitude change, group dynamics, and attributional processes. Prerequisite: Social Ecology 86 or consent of instructor.
- 260 Analysis and Design of Behavior Settings (4) S**  
The research of Roger Barker and others on behavior settings is discussed. Subsequently, an intensive naturalistic observation of a community behavior setting will be undertaken by members of the class. Students will analyze the dynamics of the setting and propose strategies for the design of similar settings in the future.
- 264 Planning and Social Structure (4) W**  
Develops a methodology for social planning and policy analysis based on the concept of social change. Analysis and change of environmental and social system constraints are posed as alternative strategies to direct interpersonal intervention with target populations. Illustrative cases pertaining to crime prevention, health care, and mental health are considered.
- 265 Seminar on Spatial Behavior (4) F**  
Phylogenetic aspects of spatial behavior among diverse species are explored. At the human level, four basic spatial behavioral constructs are discussed: territoriality, privacy, personal space, and crowding.
- 266 Advanced Seminar in Environmental Cognition and Behavior (4) F**  
Undertakes an in-depth analysis of research in human information processing that is applicable to perceiving and conceptualizing the environment. Emphasis is placed on the critical analysis of theoretical constructs. Also examines the importance of motivational and emotional structures on environmental conceptualizations.
- 268 Seminar in Environmental Psychology (4) S**  
Provides an overview of major theoretical and research perspectives within the field of environmental psychology. These perspectives are discussed in terms of their value for behavioral sciences projects launched in the community.
- 270 Seminar in Demography (4) F**  
An examination of human population dynamics. Includes treatment of such features as fertility, birth rates, death rates, reproduction rates, natural increase, age structure, in-and-out migration, immigration and emigration, population forecasting. Prerequisite: Environmental Health 52.
- 272 Philosophic Issues in Psychology (4) W**  
Analysis of ethical, epistemological and scientific foundations of modern psychology. Will look at implicit philosophic assumptions of modern theories using the philosophic approaches of Plato, Descartes, Hume, Locke, Sartre, and others to analyze current psychological theory. Lecture and intensive discussion format will be employed.
- 280 Images of Society (4) W**  
A critical search for an appropriate social metaphor for man in light of the conceptual goals of the Social Ecology program. Works of Marx, Durkheim, Weber, Freud, Mills, Merton, Mead, and Chicago School will be considered.

297 Graduate Level Field Studies (2 to 4 per quarter)

298 Graduate Level Directed Studies (2 to 4 per quarter)

299 Graduate Level Individual Study (2 to 4 per quarter)

## University Studies

Contemporary university faculties are composed of specialists – it is unlikely that they could do their jobs if they were not. But many academic specialists have a particular interest in how their chosen disciplines relate to other academic fields, to contemporary society, and to the broad intellectual and social issues of the day. With respect to any area of specialized study there are basic questions of theory and ethics; there are implications for the future of society and for the future of the discipline itself. It is important that these implications be made explicit and that opportunity be provided within the University curriculum for their study and contemplation. Students should have the opportunity to examine intellectual endeavors other than their own and to learn something of the relevance of these endeavors to their own lives. The courses offered in the University Studies Program have been designed with this goal in mind.

The University Studies Program at Irvine was instituted by a vote of the local Academic Senate in the spring of 1967. It is administered by an organization of Senior Fellows composed of faculty chosen from the various schools making up the Irvine complex. Senior Fellows are appointed by the Chancellor. All courses included in the Program are taught by regular members of the Irvine faculty; they have been introduced into the University curriculum through standard accreditation channels. No more than three University Studies courses can be counted for credit toward the Bachelor's degree.

It is anticipated that University Studies courses probably will not be offered in 1975-76.

## Department of Physical Education

Raymond H. Thornton

*Chairman*

The Department of Physical Education, founded by the late Dr. Wayne H. Crawford, reflects a new approach to the organization of three closely interrelated programs: Physical Education Activity Classes, Intercollegiate Athletics, and Recreation. The Department's faculty and professional staff are dedicated to providing each student with the opportunity to participate in a broad program of physical activities,

sports, and recreation on a voluntary basis. Students electing physical education activity classes which include course offerings in ten intercollegiate sports may receive partial credit towards a degree up to a total of one course credit. No degree in Physical Education is offered.

## RECREATION

All officially enrolled students of UCI, as well as faculty and staff personnel, are encouraged to participate in the Recreation Program offered by the Physical Education Department.

Intramural sports competition for men and women is designed for those who enjoy friendly, organized competition. Men and women participate in the following sports: flag football, basketball, softball, co-ed inner-tube water polo, volleyball, racquetball, tennis, badminton, handball, ice broomball, judo, sailing, kickball, soccer, bowling, co-ed swim meet, track and field, cross country, and turkey trot.

Students, faculty, and staff are invited to join more than twenty sports clubs. Clubs are organized to provide students, faculty, and staff with specialized instruction and/or competition with other college, university, and amateur clubs in Southern California. Club offerings include aikido, archery, women's basketball, badminton, bowling, fencing, folk dance, gymnastics, handball, ice broomball, ice hockey, ice skating, judo, karate, kung fu, mountaineering, photography, racquetball, rugby, sailing, snow skiing, soccer, surfing, table tennis, team handball, volleyball (men's, women's, and co-ed), water ballet, women's tennis, and wrestling.

Leisure-time recreation is available on a scheduled basis throughout the year. Students, faculty, and staff personnel may utilize the Crawford Hall facilities when they are open and not scheduled for other programs.

Members of the campus community who would like additional activities or clubs offered or desire further information may contact the Recreation Office, 1328 Crawford Hall, 833-5346.

## Recreational Facilities

Recreational facilities on campus include a gymnasium with activity areas for badminton, basketball, combatives, gymnastics, fencing, volleyball, and weight training; baseball and track stadiums; outdoor basketball and volleyball courts (lighted); indoor 4-wall handball courts; swimming pool; tennis courts (lighted); and expansive playing fields.

## INTERCOLLEGIATE ATHLETICS

The UCI Physical Education Department offers intercollegiate competition in twelve sports including ten for men and two for women.

The men compete in the NCAA, Division II, as a West Coast independent. The ten sports offered include baseball, basketball, crew, cross country, golf, sailing, swimming, tennis, track and field, and water polo. In the ten-year history of UCI athletics, the men's teams have won

eleven national championships, including two in baseball, four in tennis, three in swimming, one in water polo, and one in sailing. Over eighty-five UCI student-athletes have gained All-American honors covering all ten sports.

The UCI women compete in two sports regionally in the Southern California Women's Intercollegiate Athletic Conference and nationally in the Association of Intercollegiate Athletics for Women. UCI fields women's teams in tennis and volleyball with limited competition in basketball and swimming. The tennis team was among the top ranked on the West Coast in 1974 and finished seventh nationally. The volleyball team was undefeated in league competition and has been in the Southern California Championships every year.

It is of interest to note that UCI has done what no other college or university has ever done before: it has won more national championships than the number of years it has been a University — eleven national championships in ten years.

## PHYSICAL EDUCATION FACULTY

Raymond H. Thornton, Ph.D. University of Southern California, *Chairman of the Department of Physical Education and Director of Athletics*

Frederick B. Buehler, B.A. University of California, Davis, *Lecturer in Physical Education*

Sharley A. Buhlig, A.A. Saddleback College, *Lecturer in Physical Education*

Thomas Cash, B.A. University of Oregon, *Recreation Director and Lecturer in Physical Education*

Linda B. Dempsay, M.A. University of California, Berkeley, *Associate Supervisor in Physical Education*

Roy Englebrecht, M.Ed. Northeastern Oklahoma State, *Publicity Director and Lecturer in Physical Education*

Duvall Y. Hecht, M.A. Stanford University, *Lecturer in Physical Education*

Peter H. Hofinga, M.A. Baylor University, *Associate Supervisor in Physical Education*

Doreen Irish, M.A. California State University, Los Angeles, *Lecturer in Physical Education*

Albert M. Irwin, B.A. College of the Pacific, *Supervisor in Physical Education*

L. Maxwell Lockie, Jr., B.E.E. Syracuse University, *Lecturer in Physical Education*

Myron C. McNamara, B.A. University of Southern California, *Lecturer in Physical Education*

Leonard A. Miller, M.S. University of California, Los Angeles, *Lecturer in Physical Education*

Edward H. Newland, B.A. Occidental College, *Lecturer in Physical Education*

Carl H. Reinhart, B.A. University of California, Irvine, *Lecturer in Physical Education*

Thomas R. Spence, B.A. University of California, Irvine, *Lecturer in Physical Education*

Rodney J. Sherman, M.A. University of Southern California, *Assistant Director of Athletics and Lecturer in Physical Education*

Richard B. Sweet, B.A. University of California, Santa Barbara, *Lecturer in Physical Education*

Timothy M. Tift, M.A. Pepperdine College, *Lecturer in Physical Education*

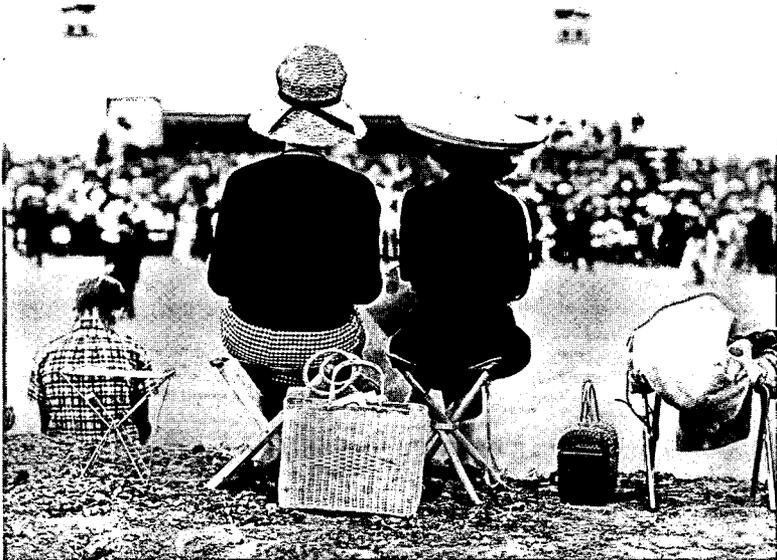
Henry Vellekamp, B.A. University of California, Santa Barbara, *Lecturer in Physical Education*

## COURSES IN PHYSICAL EDUCATION

The instructional classes emphasize activities and sports that students may continue throughout their adult lives and are of particular interest in Southern California.

### 1A-B-C Physical Education (.7 per quarter) F, W, S

May be repeated. Sections in archery, badminton, baseball, basketball, bowling, crew, cross country, equitation and horsemanship, fencing, golf, handball, life saving, physical fitness, racquetball, rugby, sailing, scuba diving, soccer, swimming, tennis, track and field, volleyball, water polo, water safety instruction, weight training, and women's exercise.



*Spectators at the site dedication.*

# Professional Education



*Campus Hall nears completion in June, 1965.*



*First day of classes, October 4, 1965.*

# Education of Teachers

Kenneth P. Bailey  
*Director of Teacher Education*

The programs in teacher education explained in this catalogue represent the new credential requirements and the UCI programs leading to teaching credentials. These programs have been developed as a result of the enactment in California of the Teacher Preparation and Licensing Law of 1970, known generally as the Ryan Act. The new programs apply to all students who do not possess a partial credential by September, 1975. Basically this means that those who were undergraduate students as of September, 1974, fall under the new requirements.

Early in their college career students should consult with counselors in the Office of Teacher Education to work out a long range program that will lead to the teaching credentials. There are regular staff counselors on duty daily, and there is a peer counselor who is particularly prepared to advise freshmen and sophomores. In addition, the Office has a media presentation which provides complete background information on the various credential programs offered.

The new teacher preparation and licensing law provides for two types of credentials — a teaching credential and a services credential. For information on the services credential, consult the Office of Teacher Education.

## Teaching Credential

The teaching credential consists of four basic kinds:

1. "Single subject instruction" means the practice of assignment of teachers to specified subject matter courses, as is commonly practiced in California high schools and junior high schools. This credential corresponds in part to the former Standard Secondary Credential. Teachers who are authorized for single subject instruction may be assigned, with their consent, to teach any subject in the authorized fields, at any grade level: preschool; kindergarten; and grades one-twelve inclusive; or in classes organized primarily for adults. UCI is approved for this credential.

Single Subject Instruction Credentials are authorized by the State of California in: art, business, English, history, homemaking, industrial arts, languages, mathematics, music, physical education, biological science, and physical science.

2. "Multiple subject instruction" means the practice of assignment of teachers to multiple subject matter instruction, as is commonly practiced in California elementary schools. This credential corresponds in part to the former Standard Elementary Credential. Teachers who are

authorized for multiple subject instruction may be assigned, with their consent, to teach in any self-contained classroom: preschool; kindergarten; and grades one-twelve inclusive; or in classes organized primarily for adults. UCI is approved for this credential.

3. "Specialist instruction" means any specialty requiring advanced preparation or special competence including reading specialist, specialist in special education, or early childhood education. UCI is approved in certain areas. These are credentials on top of a credential. UCI is approved for Specialist Instruction Credentials in bilingual education, early childhood education, health-science, counseling, and administration.

4. "Designated subjects" means the practice of assignment of teachers to designated technical, trade, or vocational courses. UCI is not approved in this credential area.

The new credentials authorized by the 1970 law are not determined by grade level (i.e., elementary and secondary) but by the type of instructional situation (multiple or single subject). Each of the new credentials carries K-12 authorization. These credentials are awarded by the Commission for Teacher Preparation and Licensing upon recommendation of the UCI Office of Teacher Education and are required in order to teach or serve in a professional capacity in any public school in California.

No longer does the student prepare for either a secondary or elementary credential. Generally speaking the student who wishes to teach in a junior or senior high school will prepare for the Single Subject Instruction Credential; the student who wishes to teach in an elementary school will prepare for the Multiple Subject Instruction Credential, but not necessarily so in either instance.

The minimum requirements for the teaching credential are:

1. A baccalaureate or higher degree, in an area other than professional education, from an approved institution.
2. An approved program of professional preparation. This means a sequence of education courses, including an all-day (full-time) assignment of a semester's duration in student teaching.
3. Passage of a subject matter examination or its waiver via an approved academic preparation. UCI academic programs are approved for examination waivers.
4. Demonstration of a knowledge of the various methods of teaching reading as validated by successful completion of a program of study.
5. A fifth year of study is still required, even though a student may elect to start or complete the approved program of professional preparation as an undergraduate.

Completion of the approved program as an undergraduate at UCI with a grade point average of 3.0 will support admission to the Graduate Divi-

sion (in UCI Teacher Education) for completion of the fifth year requirement. The UCI Teacher Education program defines the fifth year as forty-five quarter units of upper-division or graduate level work taken after the Bachelor's degree is granted. In each instance the fifth year will consist of a controlled program individually determined, based upon the assessed needs of the student as determined by the student, the Office of Teacher Education, and where applicable, the hiring school district.

No life credential can be issued until all requirements for the credential have been met and the candidate has taught three years in California public schools. Other issues concerning the life credential are currently being negotiated.

### **Passage of a Subject Matter Examination**

**Single subject examinations.** Except as waivers are approved, subject matter examinations authorizing single subject instruction are required for all subjects taught in California public schools. Subject matter examinations will be required for minors.

**Multiple subject examinations.** A general subject matter examination authorizing teaching multiple subjects includes an examination of the candidate's knowledge of the following areas: English, social science, fine arts, science and mathematics. The UCI program for the Multiple Subject Teaching Credential is approved for waiver of the examination.

**Teaching Majors and Minors.** The Licensing Law of 1970 does not refer to majors or minors. Students desiring to be credentialed in more than one subject area are strongly advised to take sufficient course work to enable them to demonstrate competency in that subject area.

## **Multiple and Single Subject Credentials**

Multiple and Single Subject Credentials are of three types:

1. *The Preliminary Credential* is awarded by the state upon completion of the approved program. This can be done in the undergraduate program and is contingent upon possession of the baccalaureate degree.
2. *The Clear Credential* is awarded by the state upon completion of (a) baccalaureate degree, (b) approved program, and (c) a fifth year.
3. *The Life Credential* is awarded by the state upon completion of all requirements for the Clear Credential plus three years experience as an employed teacher in California public schools.

### **Prerequisite and Concurrent Courses**

The following work must be completed prior to or concurrent with the approved professional education program:

1. For both Single and Multiple Subject Credentials:
  - a. Three quarter courses or two semester courses in English, plus Writing 39 (or equivalent).

- b. A course dealing with the U.S. Constitution (or an examination over the Constitution).
  - c. Participation in two experiences in contact with students in the public school (e.g., tutor, teacher aide, or some similar experiences). Teacher Education offers course credit for these experiences but so do many departments at UCI (Social Sciences, Social Ecology, Comparative Culture, Biological Sciences, Mathematics, etc.).
  - d. Education 380: Health Education for Teachers.
2. For the Multiple Subject Credential:
- a. All of the above.
  - b. Three approved mathematics courses (or passing a test covering the material).

### **The Approved Program of Professional Preparation**

This program refers to education courses required for the state teaching credential. UCI defines the approved program as consisting of nineteen quarter units, plus student teaching. Six quarter units of this instruction shall be devoted to the teaching of reading.

The professional preparation will contribute effectively to the experience, performance, and excellence of the candidates. The understandings and competencies in each of the required courses are attained through the provision of a wide variety of experiences, designed to be most effective in providing the competency.

#### **Multiple Subject Instruction Credential Program (Elementary)**

Education 105A; Education 105LA; Education 110A-B; Education 173; Education 174.

#### **Single Subject Instruction Credential Program**

Education 101; Education 102 – the students enroll in the section of their major; Education 105B; Education 105LB; Education 173; Education 174. These patterns will prevail for all candidates. The primary option will be the status of the candidate (undergraduate or graduate) at entry. The programs are planned for inclusion in the undergraduate degree program, but can all be completed in the fifth year.

*Field experience, including student teaching, is offered in the regular four-year undergraduate program. UC Irvine is committed to the concept that the student should have a broad range of experiences in the schools and community as a part of any kind of college education. This is true not only in the area of Teacher Education but is a concept shared by most other academic units on the campus. Thus, the field experience is relatively easy to achieve for the student preparing to be a teacher. It should be started in the freshman or sophomore year.*

The Irvine Teacher Education Program requires *two field experiences* prior to entering into student teaching. One such program might be becoming a tutor during the freshman or sophomore year and a teacher's aide in the junior year. There are numerous options for this field experience.

Each field experience program is a cooperative arrangement between the University and the public school districts to help provide UCI students with experience that will prepare them for their future work as teachers. The field experience can come from any one of several academic areas in which students work in public schools under supervision of an experienced teacher in the school and with a University supervisor. As a tutor, the college student will usually work with the public school student on a one-to-one basis. As a teacher's aide, the student will work for a block of time per week for a quarter with a teacher in the classroom. During this time students will be given a variety of opportunities to help the experienced teacher enrich their course of study and to participate within the classroom. Ultimately it is in the classroom where the problems of teaching are either solved or ignored; hence here is where teacher preparation begins. This experience will assist the UCI student in making a more realistic vocational choice. It will also involve the public school in the selection of future student teachers.

Early in the junior year, when it is not too late for the UCI student to change a vocational choice without undue hardship, the University and the student should be in a position to make certain decisions as to whether to continue in the educational sequence.

An additional field experience of one unit value will be required of all students in Education 174, and this involvement must be in a multicultural school district.

#### **Provision for a Student Teaching Experience**

Multiple Subject Instruction candidates will be assigned in grades K-8. The assignment will be split to include two levels within this range.

Single Subject Instruction candidates will be assigned either to a junior or senior high or, if possible, to both.

The student teaching situation requires the student to be in the school the full day the same as the regular teacher, including faculty meetings, parent conferences, and sponsorship of events for a full semester's duration.

It is a joint responsibility of UCI and the school districts to guarantee that each student will have student teaching experience in a multicultural or cross-cultural situation.

There are certain local school districts in which the cross-cultural situation does not exist as we usually understand it in terms of

minority peoples. It exists only in an economic sense. In those districts, student teachers will be assigned for a nine week period in one district and then transferred to a multicultural district for the balance of the experience.

All student teachers will be required to have some experience with minority groups and with low-income groups. Because of the make-up of Orange County, some students will change their student teaching assignment at the end of a nine-week period. County areas which have the greatest numbers of minority students are Santa Ana, Garden Grove, Huntington Beach, Orange, and Anaheim. Cross-cultural opportunities in student teaching will be assured in these districts.

There is no concurrent course work required of student teachers in addition to the student teaching. A weekly seminar is held as a part of the total student teaching program.

### **Basic Information (Ground Rules)**

1. Requirements for candidate's admission to the program of teacher preparation is based on a broad index:

a. Academic Achievement: A 3.0 overall GPA is required for admission. Education on this campus prior to the Ryan Act has been a fifth year program only. The new law requires that the student teaching program be open to undergraduate students. The new program has been worked out with that in mind. But a fifth year program is still a part of the Ryan Act, and admission to the Graduate Division for the fifth year program requires a 3.0 overall average. Since students will be admitted into the program as early as the junior year, it is essential that they contract to maintain a 3.0 average in order to continue into the graduate program.

b. Absence of a criminal conviction that would preclude the issuance of a credential: At the time a student requests an application form for admission to the program, a statement is issued concerning criminal conviction and obtaining a teaching credential. The document is clear and concise. There is a difference between being charged and being convicted. A fingerprint checking system is required by the state.

c. Interview: An interview committee has been set up that will meet with all prospective students. All admitted to the program will have gone through a personal interview with the committee. Membership of these interview committees consists of a chairperson from the Office of Teacher Education, a public school teacher from either the elementary or secondary area of teaching (depending upon the student's declared interest), an administrator from one of the local schools, and one of the academic teachers from the student's major. Since a student can enter the program at any quarter, these committees meet monthly. If a student from some distance (particularly out-of-state) is applying and the record is satisfactory, an interview conducted by a colleague (professor) on the student's campus may

be accepted. This will not happen often and will be at the graduate level only. The interviewing committee may not always meet as a unit.

d. Written recommendations: Three letters of recommendation for admission are required. These recommendations are concerned with the student's ability to do graduate level work and are not necessarily character references. These are the same kinds of letters that are required for entrance for any other campus graduate program. Admission to student teaching as a senior will require a review of the student's campus record and activity.

e. Joint admissions: All admissions are joint admissions. The student's academic record is first reviewed by the department whose major is involved. Based upon the recommendation of that department, the Admissions Committee meets and acts.

f. Prior experience with children and youth groups: Prior to acceptance of a student into student teaching, the student will be required to have had two quarters of experience elsewhere. Bonafide public school experiences supervised by a junior college staff member will substitute for the UCI experience.

2. The approved program must be completed in its entirety at UCI. No course substitutions from other universities or colleges will be allowed. Education courses taken at UCI prior to fall, 1974, *are not acceptable* in the new program. Students who have previously completed courses numbered Education 104, 170, 171, 172, or 175 should consult a credential counselor.

3. For the Multiple Subject Instruction Credential, Education 105A, 105LA, 110A-B, 173, and 174 must be finished prior to student teaching.

4. For the Single Subject Instruction Credential, Education 101, 102, 105B, 105LB, 173, and 174 must be finished prior to student teaching.

5. Once the student begins the approved program, no more than one quarter (excluding summer) may elapse during which no approved program work is done, until the approved program is completed.

6. Twenty-four quarter units of student teaching is defined as a full day, five days per week, for eighteen weeks (540 clock hours) in the appropriate classroom training environment. Evaluation will be based on performance, outcomes, excellence in instruction, and professional maturity. These factors will be assessed through performance tests, a rigorous evaluation by the resident teacher and the supervising teacher of instructional capability, and an estimate of readiness for employment by the student teacher, resident teachers, and supervising teachers.

If competence cannot be reached by the conclusion of the student teaching program, the student will have failed to qualify for recommendation for credential certification by UCI.

7. Candidates desiring both Single and Multiple Subject Credentials may apply the basic professional courses of Education 105A and 105LA, 173-174, and 380 toward both credentials, but must complete Education 101, 102, 110A-B, do student teaching in both areas, and demonstrate competence by passing appropriate state-mandated subject field examinations where desired.

8. Student Teaching Clearances: A student must apply for a student teaching assignment the quarter before student teaching. Students are to consult the Office of Teacher Education for appropriate information.

Clearances will be processed by the Office of Teacher Education and are contingent upon:

- a. Current health clearance
- b. Academic clearance
- c. Fingerprint clearance

9. Students interested in the Early Childhood Education Credential should look into the Human Development Program of Social Ecology. This is a credential on top of a credential.

10. Students interested in the Administrative Credential may wish to enter the program of the Graduate School of Administration. This is a credential on top of a credential.

11. Students interested in the Pupil Personnel Credential may wish to enter the graduate program of Social Ecology. This is a credential on top of a credential.

12. Students interested in a Bilingual Education Specialist Credential may wish to enter the program of bilingual education in the Spanish Department. This is a credential on top of a credential.

13. Under the new program a student can be authorized to teach in California prior to the completion of the fifth year. A student can be granted a preliminary credential upon completion of the B.A., the professional education sequence, a course in the teaching of reading, and student teaching, as required by the Ryan Act.

14. The "fifth year" must be completed within five years after first employment.

15. Commission-administered examinations for subject matter credential approval are in the process of development. See the Office of Teacher Education for details.

The examination for the Multiple Subject Credential is the General Education Section of the Common Examinations of the National Teacher Examination. The examination can be taken as often as necessary. The established fee for the examination is \$30.00; the Commission administration fee is \$20.00 and the Educational Testing Service

fee is \$10.00. The General Education Section of the Common Examinations will cover the areas of Written Composition/English; Social Science/Fine Arts; and Mathematics/Science. The lowest acceptable score in any one of the fields is 62-60-60, respectively, with not less than an overall score of 200.

16. Recommended model programs for each campus major as it pertains to the credential have been developed and are available in the Office of Teacher Education.

### **Multiple Subject Instructional Credential Requirements in Academic Areas**

1. Of the student's total undergraduate program, 128 quarter hours are required to be divided as follows:

Nine courses (thirty-six quarter units) in two of the following areas and seven courses (twenty-eight quarter units) in the other two:

- a. English (including grammar, literature, composition, and speech). On the UCI campus the speech requirement can be fulfilled by English 40 or one course from the Drama 132A-B-C sequence; the composition course is fulfilled by Writing 39; the grammar course is fulfilled by English 181.
- b. Social science and history (must have courses in each).
- c. Mathematics and science (must have courses in each with a minimum of three in mathematics).
- d. Fine arts, foreign language, and philosophy.

Since on the UCI campus the academic major will normally fulfill one of the four areas above and the breadth requirement applies to the others, meeting the four requirements is not particularly difficult.

2. The normal requirement for an academic major on this campus is to complete the requirements of the major, complete the requirements of the School of which that major is a part, and complete the UCI requirements, which, in addition to the above, require that all students will complete six courses (twenty-four quarter units) in another field and three courses (twelve quarter units) in each of two other fields.

3. The Multiple Subject Credential accepts the general intent of this formula but for the six course requirement a nine course requirement (thirty-six quarter units) is substituted and two fields of seven courses (twenty-eight quarter units). The distribution thus becomes the major, plus a 9-7-7 distribution in the areas explained in 1. above: English (with its distribution); Math-Science; Social Science; and Humanities-Fine Arts.

4. By accepting this formula and then adding an additional outside field of nine more courses, the diversification for the Multiple Credential is accomplished.

### Single Subject Instruction Credential

This credential requires no special distribution of courses. It consists of the regular university major plus the professional preparation program. It must include a course in advanced English composition.

### Specialist Teaching Credentials

1. The Bilingual/Cross-Cultural Specialist Credential is a specialization in addition to a regular credential either at the elementary or the secondary level. This means that a candidate must fulfill all the necessary requirements for a regular State teaching credential whether this be with a single subject orientation for high school or a multiple subject orientation for elementary school. The bilingual specialists will then be those credentialed persons who can teach their subject matter in another language as well as in English. The Irvine program will be limited in its first years to the development of such a bilingual capacity for Spanish only as the second language.

At UCI the Department of Spanish offers a B.A. with a Bilingualism and ESL emphasis. By acquiring this undergraduate major, the student will complete a significant part of the specific requirements for a Bilingual/Cross-Cultural Specialist. A Spanish B.A. in Bilingualism and ESL includes three courses in Comparative Culture (including at least one course in Chicano culture); a course in Methods of Teaching Bilingualism and ESL; a course in Contrastive Analysis (e.g., Spanish 200) in addition to the regular requirements for the Spanish major. This is the best kind of preparation for going into the credential program with intention of becoming a Bilingual/Cross-Cultural Specialist. Once a student has built such a foundation, the only additional courses necessary are English 40, a speech class; Education 105A and LA (or 105B and LB), and Education 370, one quarter (full time) of student teaching in a bilingual setting.

In summary, any student who prepares by majoring in Spanish with an emphasis in Bilingualism and ESL as an undergraduate will have to take only three additional courses along with the regular credential requirements in order to be awarded a Bilingual/Cross-Cultural Specialist Teaching Credential at the same time that the normal teaching credential is conferred.

2. The Early Childhood Education Specialist Instructional Credential is a specialization on top of a regular Multiple Subject Instruction Credential. If the student can complete all the work, the student can obtain a preliminary teaching credential and an Early Childhood Specialist Credential with the B.A., but it is not likely. In nearly every instance it will be obtained as a result of the fifth year program. A B.A. is required in an academic area, preferably in the Human Development subprogram in Social Ecology, or if in another area, with a completion of particular courses in Social Ecology.

The student working for this credential will need to fulfill both the UCI breadth requirement and the professional preparation requirements for

the Multiple Credential. In addition, the student will be required to complete Social Ecology 106B, 109, 126A-B (cross-listed with Education 106E-F), and Social Ecology 169. While Social Ecology 126A-B (Education 106E-F) are required for the Early Childhood Education Specialist Credential, they may also serve as the participation courses required for admission to the Teacher Education program.

Additional special courses required are Education 106A-B-C-D; Education 106H-I-J. The 106H-I-J courses represent a quarter of student teaching experience with preschool, kindergarten, and primary children. All other requirements for the fifth year for the Multiple Credential apply to the Early Childhood Education Credential.

3. The Pupil Personnel Services Credential is now an approved program at UCI. Three options exist for obtaining the Pupil Personnel Services Credential: (a) for the student desiring a Master's degree in Social Ecology's Counseling Program, (b) for the person who already possesses a Master's degree and wants the Counseling Credential, (c) for the person who possesses a California Teaching Credential (no Master's degree involved). This credential can be effective grades K-12.

4. The Administrative Services Credential is recommended jointly by the Office of Teacher Education and the Graduate School of Administration. This is a Master's degree program in Administration with a credential recommendation by the Office of Teacher Education. Admission to the program is through the Graduate School of Administration.

5. The Health Science Specialist Credential is an advanced credential on top of a regular teaching credential. The undergraduate work is primarily in the School of Biological Sciences, with some courses in Social Ecology and Social Science. The graduate work is handled by the Office of Teacher Education and the College of Medicine. This credential can lead to teaching health, coordinating health education programs, or serving as trainer for athletic teams. Approval is pending.

## EDUCATION OF TEACHERS FACULTY

Kenneth P. Bailey, Ph.D. University of California, Los Angeles, *Director of Teacher Education and Senior Lecturer in History and Education*

Jack R. McCullough, Ph.D. U.S. International University, *Assistant Director of Teacher Education and Lecturer in Education*

T. Jean Adenika, Ph.D. Florida State University, *Lecturer in Education and Social Sciences*

Howard A. Appel, M.A. University of Washington, *Supervisor of Teacher Education (Foreign Languages) and Lecturer in French*

Carolyn L. Bouldin, B.S. Winston-Salem State University, *Supervisor of Teacher Education (Intern Teachers)*

Richard A. Denholm, Ed.D. Western Reserve University, *Supervisor of Teacher Education (Mathematics)*

John A. Dunn, M.A. California State College at Los Angeles, *Supervisor of Teacher Education (Art, Dance, Drama)*

- Fred R. Holland, M.A. University of California, Los Angeles, *Lecturer in Education (Elementary)*
- Frances Craig Kenney, M.S. University of Southern California, *Supervisor of Teacher Education (Intern Teachers)*
- Robert E. Letro, M.A. California State College at Long Beach, *Supervisor of Teacher Education (History and Social Science; Media)*
- Billie N. Masters, M.A. San Jose State College, *Supervisor of Teacher Education (Secondary Reading)*
- Rachael C. Mitchell, M.A. Chapman College, *Supervisor of Teacher Education (Reading Specialist)*
- Robert L. Newcomb, Ph.D. University of California, Santa Barbara, *Lecturer in Education and Social Sciences*
- Myron Simon, Ed.D. University of Michigan, *Professor of Education and English*
- Eleanor P. Wynne, M.A. University of Washington, *Supervisor of Teacher Education (Early Childhood Education)*
- Ada L. Nix, *Credential Counselor*

## COURSES IN EDUCATION OF TEACHERS

### 100A Educational Strategies for Tutoring the Bilingual Child (4)

A laboratory on-the-job training course in a one to one situation in tutoring. Includes the developing of cognitive learning with the bilingual and bicultural child, including regular instruction in teaching strategies.

### 100B Field Work with Bilingual Children (4)

Includes the study of black and brown social values, ethnic characteristics, instructional procedures, and practice in the teaching of the bilingual child as part of a tutorial program. The children worked with are all bilingual/bicultural.

### 100C Cross-Age Helping Techniques (4)

Designed to develop instructional strategies and resources which can be used in cross-age and cross-cultural tutoring.

### 101 Secondary School Curriculum and Organization (4)

The course relates both to the historical and current practices in curriculum concepts and procedures. Special attention will be directed to curriculum procedures and developments in the student's major and minor.

### 102 Methods of Teaching in the Secondary School (4)

All sections of 102 are normally completed in the fifth year. A laboratory course covering scope and sequence in instructional program in general and in the student's major and minor in particular. Observing and participating in the secondary classroom are required. This course includes extensive study in educational media: films, filmstrips, overhead presentations, television, the computer, and other educational technology. This course is to be taken in the graduate year immediately prior to supervised teaching or concurrently with it.

**102A Methods of Teaching Foreign Languages in the Secondary Schools (4)**  
Prerequisites: Linguistics 50 and senior standing as a foreign language major.

**102B Methods of Teaching History and the Social Sciences in the Secondary Schools (4)**

Presents a critical examination of methods and teaching strategies used in de-

veloping instructional programs in social science, including "The New Social Science Framework for California."

**102C Methods of Teaching English in the Secondary Schools (4)**

This methods course is no longer offered in Education but appears as English 398. It is required for the English major.

**102D Methods of Teaching Music in the Secondary Schools (4)**

Includes the basic concepts of music education and available materials. Develops teaching strategies both for performance oriented curriculum and humanities approaches.

**102E Methods of Teaching Art in the Secondary Schools (4)**

Theory and understanding of teaching strategies in the high school arts and crafts programs. Works on developing skills appropriate to the high school student. Includes art in the humanities program.

**102F Methods of Teaching Mathematics in the Secondary Schools (4)**

Theories and understanding of teaching strategies in high school mathematics programs. Particular emphasis is placed upon new mathematics.

**102G Methods of Teaching Science (4)**

Theories and understanding of teaching strategies in high school physical and biological science programs. Particular emphasis is placed upon the inquiry approaches to science.

**102H Methods of Teaching the Bilingual Child (4)**

Individual development of potentialities of the bilingual child. Appropriate teaching strategies: examination of resources and materials, particularly from content areas, applicable to the teaching of the bilingual child.

**103A-B-C Foundation of Mathematics (4-4-4)**

Lecture, three hours. This course meets the certification requirements for the elementary teaching credential in the State of California. See Mathematics 104A-B-C for description of courses.

**104A-B Elementary School Curriculum, Organization, and Methods (4-4)**

A laboratory course covering scope and sequence in elementary education, current curriculum and methods in the mandated areas, multi-media materials and techniques, classroom organization, management, control, and evaluation. Two hours per week is required in elementary school observation. **104A** Covers language, literature, and social science methods. **104B** Includes detailed laboratory study of methods of teaching arithmetic and science.

**104C Curriculum and Methods in the Elementary School: Foreign Language (4)**

The audio-lingual method of teaching foreign languages at the elementary level. Examination and development of materials; evaluation; articulation with secondary schools.

**104D Curriculum Methods in Elementary School Music (4)**

**104E Curriculum and Methods in Elementary School Art Education (4)**

**104H Methods of Teaching English as a Second Language (4)**

This course provides insight into the understanding of the building blocks of English and Spanish and how to fit the blocks together, including psychological phenomena brought into play when the second language is encountered.

**105A Curriculum and Methods in the Elementary School: Reading (4)**

Principles and methods of developing instructional programs in reading: participation in schools. This course includes the study of phonics, as well as the various methods of teaching reading.

## 390 Education of Teachers

### **105LA Curriculum and Methods in Reading Laboratory, Elementary (2)**

This course is the laboratory program in the public schools, to be taken concurrently with Education 105A. It involves working in reading laboratories and in classroom situations in putting into immediate practice the processes learned in Education 105A.

### **105B Reading in the Secondary Schools (4)**

A study of various reading programs. This course includes four hours per week in laboratory assignment.

### **105LB Curriculum and Methods in Reading Laboratory, Secondary (2)**

This course is the laboratory program in the public schools to be taken concurrently with Education 105B. It will involve working in reading laboratories and in classroom situations in putting into immediate practice the processes learned in Education 105B.

### **106A Education of the Preschool Child (4)**

Includes a critical study of the curriculum of the nursery school and the kindergarten, the development of critically significant school programs, based on examination of two campus connected preschools, the Verano Place Preschool and the Social Science Preschool.

### **106B Nursery School Curriculum (4)**

Examines proper environment provided by the preschool, child care center, and laboratory school. Includes work in developing appropriate learning experiences and activities, as well as the study of materials, equipment, and young children's literature.

### **106C Curriculum and Methods in the Elementary School: Early Childhood Education (4)**

A critical study of preschool children, their kindergarten experiences and their years in the primary grades. Curriculum and teaching strategies will be the prime content. The laboratory experience will be in the Verano Place Preschool.

### **106D Methods of Fine Arts in Early Childhood Education (4)**

The course will be team taught including creative movement, music, and art, with a special emphasis toward Early Childhood Education.

### **106E-F-G Child Development I, II, and III (4-4-4)**

**106E** Laboratory/lecture course on the growth and development of children ages two through seven years. Focuses on recording and understanding the ordinary behavior of children in group situations, and the theory of culture acquisition. **106F** Advanced study of growth and development of children.

**106G** Infant studies, research, discussions, individual projects in child development.

### **106H-I-J Practicum in Early Childhood Education (4-4-4)**

Supervised school laboratory experience in schools serving young children. Includes directed teaching in child development laboratories, nursery schools, day care schools, and similar approved facilities.

### **107 Children's Literature (4)**

The history of all types of children's literature, major authors, and illustrators. Includes methods for promoting children's interest in literature and the effect of differential socio-cultural backgrounds upon children's motivation.

### **110A-B Strategies for the Development of Communication and Thinking Skills for the Elementary Child (4-4)**

**110A** Focus on models of teaching of inquiry (social science), spelling, creative writing, language arts, music, art, and drama. **110B** Includes methods and

demonstrations in the teaching of science, mathematics, health, and physical education. Included in each part will be an emphasis on entry skills for the beginning teacher. The student will be able to demonstrate operational success in five teaching areas: Communication; Pre-Active (planning); Individualizing-Evaluation; Management Tactics (including crisis control); Self-Evaluation.

**111 Art and Crafts for Teachers (4)**

Planning, developing, and evaluating objectives and procedures for teaching the visual arts in the elementary and secondary schools; includes experiences with crafts and other art projects appropriate for child development, with emphasis on two and three dimensional products that can improve classroom curriculum.

**112A Approaches to Teaching Drawing in the Secondary Schools: A Workshop (4)**

Emphasis will be on drawing techniques, drawing tools and materials, inter-relationships of subject matter, techniques, and content; includes teaching strategies.

**112B Nontraditional Approaches to Art in the Secondary Schools: A Workshop (4)**

A secondary school art workshop concerned with developing plans for non-traditional art experiences for high school students, implementing those plans in a high school and evaluating the outcomes.

**115A-B Reading in the Curriculum: Advanced (4-4)**

This course is a tutorial and laboratory oriented program aimed to prepare teachers for the Miller-Unruh Reading Specialist examinations and for advanced work for other students.

**119A-B-C Creative P.E. in the Elementary School (4-4-4)**

A lecture-laboratory course in movement education, designed to develop teaching techniques and principles of perceptual motor development of children. It combines skill acquisition in movement with the elementary classroom curriculum and environment. Includes class participation and wide field experience in teacher aiding.

**137 Methods of Teaching for Responsible Behavior: Drug Abuse and Other High Risk Behaviors (4)**

Trainees will learn to apply specific methods, strategies, and techniques to help students from kindergarten through twelfth grade to develop value-sharing attitudes and decision-making skills that will inhibit their involvement in such risk behaviors as drug abuse.

**140A Bilingual/Cross-Cultural – Multiple Subject (4)**

Methods and materials for elementary bilingual classrooms; selection and use of children's literature, games, songs, and folklore; cross-cultural techniques in subject matter presentation; field experience required. Taught bilingually. (Same as Spanish 100A.)

**140B Bilingual/Cross-Cultural – Single Subject – Language Arts (4)**

Concerns oral and written interferences between Spanish and English; practice in various methods of presentation, e.g., the cognitive, audio-lingual, and traditional approaches. Field experience required. Taught bilingually. (Same as Spanish 100B.)

**140C ESL for Teacher of Spanish-Speakers (4)**

Methods and materials for the teaching of English to speakers of Spanish. Contrastive analysis – Spanish interference in English pronunciation and grammar. Techniques for teaching English to different age groups from varied backgrounds; field experience required. (Same as Spanish 100C.)

**160 Learning Disabilities: Medical and Biological Dimensions (4)**

Analysis of major research regarding the exceptional child, including commonalities and differences: physical and psychiatric aspects of mental retardation; instructional modifications based on the factors.

**161 Learning Disabilities in the Schools (4)**

Definition and nature of learning disabilities, means of recognition, diagnosis, and remediation of learning disabilities as manifested in intermediate and high school students.

**170 History of Education (4)**

Course covers the development of educational experiences in this country with special reference to educational issues and problems.

**171 Psychological Foundations of Education (4)**

Covers the learning process, application of psychological principles to the problems of learning and development including that of the minority child. Major topics covered are social interaction, theories of instruction, educational measurement and evaluation, and personality development.

**172 Sociological Foundations of Education (4)**

Influence of social structure in schools, school systems; American cultural values and their influence on education; particular emphasis is placed on problems of ethnically and culturally different students in schools.

**173 Learning Theory and Classroom Practices (4)**

Combines educational theory with practice. The pertinent content of the course will include: learning theories, enhancing self-image; personal self-realization (motivation), alternate management systems for learning environments, teaching behaviors teachers can utilize in conjunction with a variety of management systems (diagnosis, prescription, instruction treatment, evaluation, interpersonal relations, motivational skills), educational media support system, a study of student failures.

**174 Learning Theory and Classroom Practices Laboratory (1)**

This laboratory course is to be concurrent with Education 173. The laboratory experience takes place in a public school or community setting of a bicultural nature.

**180 Special Topics: Curriculum and Methods (4)**

This is an advanced course in curriculum and assumes that the student has already completed some phase of curriculum work, either elementary or secondary. It is tutorial in nature.

**181 Principles of Curriculum Construction Covering Curriculum K-12, Advanced (4)**

This is an advanced course in curriculum. It will study the basis for making public school curriculum decisions; theories, principles, and background for operational techniques for public school curriculum planning; strategies and development of educational programs in general.

**182 Evaluation by Objectives (4)**

A workshop in developing criteria for appraising and improving classroom teaching performance; includes techniques and practices in classroom management by objectives.

**183 Elementary Curriculum, K-8 (4)**

Emphasis on what is being taught in all areas and at all levels in the elementary school, how it all fits together and what we expect children to know. The state framework, texts, and other materials will be studied and critiqued. A study of the basis for making public school curriculum decisions, theories, principles,

and background for operational techniques for public school curriculum planning, notions and development of educational programs in general, liberal and professional education.

**184 Direct Field Experiences (4)**

This course is required of students for admission to the Teacher Intern Program. Specialization, particularly in public schools, working with children in varied ethnic and racial backgrounds, noting education as a bridge between cultures. Includes study of objectives, trends, content, process, instructional materials, demographic background, discipline, classroom management, and alternate approaches.

**185 Individualized Instruction (4)**

This course will structure student initiated learning activities, focusing upon essential ingredients for individualized instruction: mechanics of classroom structuring for individualizing self-instructional immediate feedback materials, including use of the computer; major problems in attempting to individualize.

**186 Computer-Student Discourse (4)**

In this course students will learn how to communicate with the computer; develop computer based teaching materials; use the computer; produce computer dialogue. This course is not open to students in computer science.

**187 Educational Accountability: Evaluation of Accomplishment (4)**

This course is designed to develop the new concepts and terminology affecting independent evaluation of educational accountability, including determining educational purpose, defining functions, judging results, and taking corrective actions to improve learning.

**189 Counseling Theory and Procedure: Organization and Services (4)**

This course includes a study of the function of counseling; the role of the counselor; the operation of pupil personnel services; testing and measurement and the use of test data; parent conferences and career counseling.

**191 Experimentation in Media of Communication and Instruction (4)**

Involves future teachers with media resources, techniques, and new teaching strategies in their respective fields. "Media" includes printed materials, audio and visual materials, programmed materials, educational technology, and organized systems of learning.

**192 Secondary and Elementary School Administration: Legal and Financial Aspects (4)**

This course covers laws regarding children, school procedures, teacher rights and responsibilities, curriculum, and finance. The financial aspect includes budgeting, purchasing, and the many other functions associated with business management. (This course is offered in cooperation with Graduate School of Administration.)

**193 School Management: Federal, State, County, and City School Organization, Administration, and Supervision: Secondary and Elementary (4)**

This course explores the political, social, and economic forces effecting public school systems. The course includes federal policies and funding, state mandates, court decisions, and other influences. It also studies structure, organization, and administration of the various programs and systems.

**194 Organization and Administration of Public Education Systems: Elementary and Secondary (4)**

School management covering the organization and administration of elementary and secondary schools. Emphasis is upon administrative-supervisory aspects of curriculum design and planning.

**195 Techniques of Personnel Administration (4)**

Advanced personnel administration in public education; theories, policies and practices relative to educational personnel, including current research. Exploration in depth of school professional negotiations, recruitment, selection, assignment, inservice training, and classified personnel programs.

**196 School Management Skills and Techniques (4)**

This course includes an introduction to school management; problem solving strategies and decision making; alternate approaches to assessing needs; management support systems; multiple plans for effective communications; program evaluations and performance appraisal.

**197 Individually Arranged Field Study (4)**

A planned field study program wherein the student has sufficient background to undertake the field study. The area of study has to be within the competence of the sponsoring faculty member.

**198 Directed Course Study on Special Topics (4)**

This course consists essentially of a program of laboratory experiences in the public schools set up and conducted for persons who are in advanced levels of teacher preparation.

**199 Individual Study (4)**

Intensified advanced study in areas in which a student has considerable background under the direction of a faculty member who has competence in the area.

**300A-B-C-D-E-F Supervised Teaching in the Elementary School: Multiple Subject Instruction Credential (4-4-4-4-4-4)**

This is a full-time student teaching assignment for a semester's duration.

**301 Secondary School Curriculum and Organization (4)**

The course relates both to the historical and current practices in curriculum concepts and procedures. Special attention will be directed to curriculum procedures and developments in the student's major and minor.

**310A-B-C-D-E-F Intern Teaching in the Elementary School: Multiple Subject Instruction Credential (4-4-4-4-4-4)**

Must be a contract intern with a school district and be enrolled in graduate status at the University.

**320A-B-C-D-E-F Supervised Teaching in the Secondary School: Single Subject Instruction Credential (4-4-4-4-4-4)**

This is a full-time student teaching assignment for a semester's duration.

**330A-B-C-D-E-F Intern Teaching in the Secondary School: Single Subject Instruction Credential (4-4-4-4-4-4)**

Must be a contract teacher with a school district and be enrolled in graduate status at the University.

**340A-B-C Intern Administrative Field Work (4-4-4)**

The student in this program must be a contract administrator in a public school and be enrolled in graduate status at the University.

**341A-B-C Supervised Counseling Experience (4-4-4)**

The development of the ability to apply counseling techniques, both individual and group, through supervised field experience under observation will be the focus. Weekly individual and group supervision will be supplemented with lectures on counseling from a developmental framework and its application to different age groups. The practice assignment will include a culturally, ethnically, and economically diversified area. Prerequisites: core counseling courses (Social Ecology and Education) and permission of the instructor.

**360 Synthesis of the Professional Commitment (4)**

This course brings together the responsibilities, rights, processes, professional ethics, and commitments of the teaching profession. Included are Stull Bill requirements, professional associations, legal rights and responsibilities, humanistic opportunities in teaching attitudes, and advocacy in the classroom.

**370A-B-C Supervised Teaching in Bilingual Education, Elementary (4-4-4)**

This is a full-time student teaching assignment for a quarter's duration (or equivalent).

**370D-E-F Supervised Teaching in Bilingual Education, Secondary (4-4-4)**

This is a full-time student teaching assignment for a quarter's duration (or equivalent).

**380 Health Education for Teachers (4)**

This course covers all state requirements for teachers in terms of health education, including drug use and misuse.

**397A-B-C Supervised and Administrative Field Work (4-4-4)**

This course is taught as a part of a field experience in administration or supervision in the public school. The school district, the student, and UCI jointly plan the work experience, its supervision, and accompanying academic work.

**398 Career Development (4)**

The goal is knowledge and understanding of occupational and career education trends, information, and theories. Theories will be compared on their different approaches to the definition of the client's problem, techniques, and desired outcomes. Measurement instruments and computer-based approaches will be considered. Sponsored by Teacher Education and Social Ecology.



*Workmen planting a large tree near the Library, November, 1965.*

# School of Engineering

J.H. Mulligan, Jr.

*Dean*

The School of Engineering offers undergraduate and graduate programs of study for men and women who will engage in the professional practice of engineering primarily as it relates to design, development, research, and teaching, in industry, government, or a university. Programs at all levels emphasize the fundamentals underlying engineering so as to facilitate future maintenance of engineering competence by either formal or informal study. Thus, programs of study in the School of Engineering endeavor to provide UCI graduates with adequate intellectual tools to enter the profession and also provide for the continued updating of their technological knowledge.

At the undergraduate level a single program in Engineering is offered with options in Civil, Electrical, Environmental, and Mechanical Engineering. The Engineering program is designed to maximize the freedom of choice, while at the same time it is sufficiently structured so as to provide a sound base in Engineering. In general, students will devote approximately 40% of their time over the four years to the scientific and mathematical backgrounds pertaining to the various engineering fields; the purpose of this intense study of the sciences and mathematics is to make sure that graduates are well grounded in the laws and constraints of logic and nature. Another 20% of the program will be assigned to the study of the fine arts, humanities, and the social sciences. The remaining 40% will comprise engineering subjects.

At the graduate level, programs of study become less structured and specialization becomes more intense. The M.S. program requires nine courses to be completed, but the exact choice of the courses will be formulated through consultation between the student and the faculty advisor. Thesis and nonthesis programs are available. At the Ph.D. level the program is still less structured but more specialized than at the M.S. level. No courses are required; rather, students must demonstrate various competences as they progress toward the completion of their doctoral programs.

Engineering student organizations are the Dean's Cabinet, the Engineering Society of UCI (ESUCI), and student groups associated with the American Institute of Aeronautics and Astronautics (AIAA), the American Society of Mechanical Engineers (ASME), the American Society of Civil Engineers (ASCE), and the Institute of Electrical and Electronic Engineers (IEEE). All Engineering students are eligible to be members of the Dean's Cabinet. Composed of students representing all academic levels from freshman through graduate, the Cabinet provides a direct

communication link between the students and the Dean. The Cabinet in turn appoints a Committee on Committees which selects students to participate on the committees of the School of Engineering. Whereas the Dean's Cabinet pertains mainly to academic matters, the other organizations are professional in nature having ties locally and nationally with the engineering profession and are open for the participation of all students.

All faculty and committee meetings (except those involving personnel considerations) are open meetings; in addition to designated student representatives, all students are encouraged and expected to participate in the development of School policy. Student evaluation of the quality of courses is made annually, and both students and alumni make in-depth evaluations of faculty members being considered for promotion or other special actions.

### Degrees Offered in the School

Engineering . . . . . B.S., M.S., Ph.D.

### Honors

Undergraduate honors at graduation in the School of Engineering are awarded on the basis of a minimum upper-division grade point average of 3.5 for work completed at UCI and service to the School, service to the University, service to the community, or achievement in research projects. Approximately 1% of the graduating class shall be awarded *summa cum laude*, 3% *magna cum laude*, and 8% *cum laude* with no more than 12% being awarded honors.

## UNDERGRADUATE PROGRAMS

The undergraduate program leads to a B.S. degree with an option in Civil Engineering, Electrical Engineering, Environmental Engineering, or Mechanical Engineering. The program is designed to provide a firm background in the basic sciences, through the required courses in physics, mathematics, biology, and chemistry, a fundamental understanding of the engineering sciences, through the required engineering courses, and specialization via technical electives. The Civil, Electrical, Environmental, and Mechanical options are regulated by Boards of Study composed of appropriate engineering faculty and students.

### Admission

High school students wishing to begin their engineering programs at UCI should seek admission to the Irvine campus of the University of California designating Engineering as their intended major.

Transfer students are admitted to the School of Engineering upon completion of a lower-division program in another school at Irvine or at another college, including community colleges. Students seeking admission to the School of Engineering from colleges and schools other than UCI must satisfy the University requirements for admission to advanced standing and must have completed appropriate prerequisites

for the junior level courses to be undertaken in the School of Engineering.

Students satisfying the Community College-State College-University pact of 1965 on lower-division requirements may complete the requirements for the B.S. degree in six quarters assuming normal progress.

Upon registration a student will be assigned an engineering advisor who will assist in developing a program of study. *The program of study for each upper-division engineering student must be approved by the appropriate board of study.*

## Requirements for the Bachelor's Degree

University Requirements: See page 28. Note, however, that the breadth requirement does not apply to the School of Engineering.

### School Requirements

Credit for forty-five courses including the following:

Engineering Core: Nine courses — Engineering 100A-B-C, 101A-B, 101C or D, 105, and 106A-B. A minimum grade of C must be earned in each of these core courses.

Upper-Division Engineering Electives: Seven upper-division engineering courses *which must be approved by a board of study for each individual student.*

Technical Electives: Four courses (two must be upper-division). Technical electives are defined as courses in engineering, mathematics, physics, or chemistry acceptable toward those majors; and upper-division courses in computer science and biological science.

Mathematics: Six courses — Mathematics 2A-B-C and 3A-B-C.

Basic Sciences: Six courses — Six courses from Physics 5A-B-C-D-E and Chemistry 1A-B-C.

Computer Science: One course — Engineering 10.

Breadth: Nine courses — lower- and upper-division.

Civil and Environmental Options: Six courses from one of the Schools of Humanities, Social Sciences, or Fine Arts, and three courses from the School of Biological Sciences.

Electrical and Mechanical Options: Six courses from one of the Schools of Humanities, Social Sciences, or Fine Arts, and three courses from another of these Schools.

Free Electives: Any three courses except physical education courses.

Variations from these requirements may be made subject to the approval of the faculty of the school. Students wishing to abrogate these requirements should submit a petition to the School of Engineering, Student Affairs Office.

In addition to the University residence requirement, at least six upper-division engineering courses must be successfully completed at UCI.

### Programs of Study

Students are free to follow any schedule of courses in the program they feel is meaningful to them, but they should complete the graduation requirements of the School of Engineering at the end of their allotted collegiate period.

### Suggested Programs

Typical course programs for the engineering options are shown below.

#### Lower-Division:

	FALL	WINTER	SPRING
FRESHMAN	Engr. 10 Math 2A Basic Science	Tech. elective Math 2B Basic Science HSSFA elective <sup>a</sup>	Tech. elective Math 2C Basic Science HSSFA elective <sup>a</sup>
SOPHOMORE	Engr. 100A Math 3A Basic Science HSSFA elective <sup>a,b</sup>	Engr. 100B Math 3B Basic Science HSSFA elective <sup>a,b</sup>	Engr. 100C Math 3C Basic Science HSSFA elective <sup>a,b</sup>

<sup>a</sup>Humanities, Social Sciences, Fine Arts elective.

<sup>b</sup> Students in Civil and Environmental options may wish to take Biological Sciences upper-division electives.

#### Upper-Division Options:

##### *Civil Engineering*

Junior Year: Engineering 101A-B-C, 105, 150A-B-C, 151, 163; two HSSFA electives.

Senior Year: Engineering 106A-B, 152, 157; two technical electives; two HSSFA electives; three free electives.

##### *Electrical Engineering*

Junior Year: Engineering 101A-B-D, 102, 105, 110A-B; one technical elective; three HSSFA electives.

Senior Year: Engineering 106A-B, 186, 140A; two electrical engineering electives; one technical elective; one HSSFA elective; three free electives.

Electrical engineering electives are Engineering 111A, 119A, 122, 128A, 137, 138.

##### *Environmental Engineering*

Junior Year: Engineering 101A-B-C, 105, 163, 164, 168, 173; two HSSFA electives; one free elective.

## 400 Engineering

Senior Year: Engineering 106A-B, 150A, 166, 169; two technical electives; two HSSFA electives; two free electives.

### *Mechanical Engineering*

Junior Year: Engineering 101A-B-C, 105, 171, 173; two technical electives; three HSSFA electives.

Senior Year: Engineering 106A-B, 140A, 147, 149, 150A; one engineering elective, one HSSFA elective; three free electives.

Any noncore engineering course is an engineering elective.

Students in the School of Engineering should bear in mind the general campus policy which permits them to take courses in areas outside their major, or outside their school, on a "Pass/Not Pass" basis. With respect to programs in engineering, such areas are fine arts, humanities, and social sciences, any course not being submitted as fulfilling the graduation requirements, and any course used as a free elective.

Programs of study in the School of Engineering, within the scope of the graduation requirements, are tailor-made to the desires and objectives of individual students. Students will work out suitable programs of study with their faculty advisors. Students must realize that they alone are responsible for the planning of their own programs and for satisfactory completion of the graduation requirements. However, the faculty stand ready to give every assistance and necessary advice in the planning of programs. Students may substitute courses of their choosing for those required if they can substantiate the merits of the program of study and obtain the approval of the faculty of the School.

### **Three-Two Program**

In addition to the options discussed above, outstanding UCI undergraduate engineering students may enter a cooperative "three-two" program with the Graduate School of Administration. Students in this program will complete their first three years in the School of Engineering and the final two years jointly in the School of Engineering and the Graduate School of Administration. Successful completion of the requirements in this program leads to a B.S. degree in Engineering and a Master's degree in Administration. Students wishing to enter a three-two program should consult with both the School of Engineering and the Graduate School of Administration prior to, or early in, the junior year.

### **Proficiency Examinations**

Students who consider themselves sufficiently proficient in the subject matter underlying a specific course in the School of Engineering to receive credit without formal enrollment in that course may consult with the instructor of that course to explore what must be done to demonstrate proficiency and gain credit. Normally, ability will be demonstrated by a written or oral examination; if a portion of the capa-

bility involves laboratory exercises, the student may be required to perform experiments as well as to take a written examination. Normally, these examinations (written, oral, or laboratory) will be given at the opening of each quarter in which the specified course is offered. All courses in the School are available for such proficiency demonstrations.

## GRADUATE PROGRAMS

Graduate study in the School of Engineering permits specialization in a particular area while at the same time developing breadth. Graduate study toward the M.S. and Ph.D. degrees is applied science oriented and will provide an excellent base for future professional growth through understanding of the basic concepts and phenomena associated with the student's chosen field.

Those pursuing graduate work in the area of civil engineering will find courses and research programs in solid mechanics, structures, water resources, transportation, transport phenomena modeling, and finite element methods. In the electrical engineering area, there are programs in control systems, electrical power systems, optimization theory, operations research, communication and information theory, pattern recognition, optical and quantum electronics, and semi-conductor devices. The environmental engineering area offers curricula and research programs in air resources, combustion, water and waste treatment, water resources, noise, public health, and transportation. In the mechanical engineering area, there are programs in advanced dynamics, control systems, vibrations, operations research, and optimization.

### Admission

Admission to graduate standing in the School of Engineering is generally accorded those possessing a B.S. degree in engineering or an allied field obtained with an acceptable level of scholarship from an institution of recognized standing. Those seeking admission without the requisite scholarship record may, in some cases, undertake remedial work; if completed at the stipulated academic level, they will be admitted to full graduate standing. Those admitted from an allied field may be required to take supplementary upper-division courses in basic engineering subjects.

The Graduate Record Examination is required of all applicants whose upper-division grade point average in engineering and technical subjects is below 3.0.

### Master of Science in Engineering

The M.S. degree is normally attained by one of two routes: Plan I, a thesis, or Plan II, a comprehensive examination. For the M.S. degree with thesis, a minimum of nine approved courses are required, of which at least five must be nonresearch graduate courses (numbered 200-289).

A maximum of two M.S. thesis research courses (296) may be submitted. The M.S. thesis must demonstrate the student's capability of undertaking an original study and carrying it through to a conclusion satisfactory to at least three members of the faculty. For the M.S. degree with comprehensive examination, a minimum of nine approved courses are required, of which at least six must be nonresearch graduate courses (numbered 200-289). The detailed program of study for each M.S. student is formulated in consultation with an advisor who takes into consideration the objectives and preparation of the candidate and the specific requirements of the School. The program of study must be approved by the Graduate Study Committee.

### **Part-Time Study**

Those students who are employed may pursue the M.S. degree on a part-time basis. If employed full time, they will normally be limited to one course per quarter. Those employed part time, including Research and Teaching Assistants, will generally be limited to less than the three course full-time load. Engineers in industry may find it convenient to complete some courses through University Extension. Upon petition to the School, up to three courses taken in University Extension, on another campus of the University, or in another accredited university may be credited toward the M.S. degree upon admission. The student is reminded that University residence requirements necessitate the taking of a minimum of one course in graduate or upper-division work in each of at least three regular University quarters. During these quarters the full registration fee is required of the students regardless of the number of courses taken. M.S. programs must be completed in four calendar years from the date of admission.

### **Doctor of Philosophy in Engineering**

The doctoral program in engineering leading to the Ph.D. is tailored to the individual needs and background of the student. There are no specific course requirements, but there are several milestones to be passed: admission to the Ph.D. program by the Faculty of the School; passage of the preliminary examination assessing the student's background and potential for success in the doctoral program; satisfaction of the teaching requirements required of all doctoral students; research preparation; and completion of a significant research investigation. The degree is granted upon the recommendation of the Doctoral Committee and the Dean of the Graduate Division. For at least the final two years of the doctoral program it is expected that the student will be a full-time resident in the School. Doctoral programs must be completed in seven calendar years from the date of admission.

Some financial aids such as Research and Teaching Assistantships are available so that each doctoral student, after passing the preliminary examination, will have a staff appointment in the School of Engineering for at least one year.

## SCHOOL OF ENGINEERING FACULTY

- James H. Mulligan, Jr., Ph.D. Columbia University, *Professor of Electrical Engineering and Dean of the School of Engineering*
- Allen R. Stubberud, Ph.D. University of California, Los Angeles, *Professor of Electrical Engineering and Associate Dean of the School of Engineering*
- Paul D. Arthur, Ph.D. California Institute of Technology, *Professor of Mechanical Engineering*
- Casper W. Barnes, Jr., Ph.D. Stanford University, *Professor of Electrical Engineering*
- Neil J. Bershad, Ph.D. Rensselaer Polytechnic Institute, *Associate Professor of Electrical Engineering*
- Remeseha Bharat, Ph.D. Stanford University, *Lecturer in Electrical Engineering*
- Ralph B. Conn, M.S. University of Southern California, *Lecturer in Electrical Engineering*
- David J. Farber, M.S. Stevens Institute, *Associate Professor of Information and Computer Science and Electrical Engineering*
- Hideya Gamo, D.Sc. University of Tokyo, *Professor of Electrical Engineering*
- Gary L. Guymon, Ph.D. University of California, Davis, *Assistant Professor of Civil and Environmental Engineering*
- Thomas P. Hamilton, M.D. University of Buffalo, *Lecturer in Environmental Engineering*
- Howard Handler, Ph.D. University of Arizona, *Lecturer in Electrical Engineering*
- Albert S. Jackson, Ph.D. Cornell University, *Lecturer in Electrical Engineering*
- Robert C.K. Lee, Sc.D. Massachusetts Institute of Technology, *Associate Professor of Mechanical Engineering*
- James S. Meditch, Ph.D. Purdue University, *Professor of Electrical Engineering*
- Alexander Metherell, Ph.D. University of Bristol, *Adjunct Associate Professor of Electrical Engineering and Associate Clinical Professor of Radiological Sciences*
- Lester Mintzer, M.S. Ohio State University, *Lecturer in Electrical Engineering*
- Lawrence J. Muzio, Ph.D. University of California, Berkeley, *Lecturer in Mechanical Engineering*
- Gerard C. Pardoen, Ph.D. Stanford University, *Assistant Professor of Civil Engineering*
- John G. Rau, M.A. University of Washington, *Lecturer in Electrical Engineering*
- G. Scott Samuelsen, Ph.D. University of California, Berkeley, *Assistant Professor of Mechanical Engineering*
- Robert M. Saunders, Dr. Eng. Tokyo Institute of Technology, *Professor of Electrical Engineering*
- Jan Scherfig, Ph.D. University of California, Berkeley, *Associate Professor of Civil Engineering*

Roland Schinzinger, Ph.D. University of California, Berkeley, *Associate Professor of Electrical Engineering*

Jack Sklansky, D.Sc. Columbia University, *Professor of Electrical Engineering and Information and Computer Science*

Graham O. Smith, M.Pl. University of Southern California, *Lecturer in Environmental Engineering*

Thomas D. Taylor, Ph.D. University of California, Berkeley, *Lecturer in Environmental Engineering*

Masahiro Tsuchiya, Ph.D. University of Texas, Austin, *Assistant Professor in Residence of Computer Engineering and Information and Computer Science*

George M. Wesner, Ph.D. University of Colorado, *Lecturer in Environmental Engineering*

John E. Williamson, B.E., Ch.E. University of Southern California, *Lecturer in Environmental Engineering*

David C. Wooten, Ph.D. California Institute of Technology, *Lecturer in Environmental Engineering*

Rainer Zuleeg, Dr. Eng. Tohoku University, *Lecturer in Electrical Engineering*

## UNDERGRADUATE COURSES IN ENGINEERING

### 10 Computational Methods in Engineering (4) F

Lecture, three hours; discussion, one hour. An introduction to computer usage in the solution of engineering problems. Course will stress the formulation, coding, and solution of problems using the time-share and batch modes of computing. FORTRAN will be the principal language used.

### 50 Engineering Economy (4) W

Lecture, four hours. Economic analysis of engineering projects and alternatives; utility and decisions; time cost of money. Long-range planning in the private and public sectors. Optimal resource allocation. Case studies. Prerequisite: Mathematics 2A.

### 100A Engineering System Analysis (4) F

Lecture, three hours; discussion, one hour. Introduction to analytical methods for the study of engineering systems. Modeling and mathematical representation of engineering systems, system response characteristics, Laplace transform techniques, frequency domain methods. Prerequisites: Engineering 10 or ICS 1 (may be taken concurrently), Physics 5A, Mathematics 2C.

### 100B Network Analysis (4) W

Lecture, three hours; discussion, one hour. Modeling and analysis of electrical networks. Frequency and transient response of circuits. Prerequisites: Physics 5C, Engineering 100A.

### 100C Engineering Mechanics (4) S

Lecture, three hours; discussion, one hour. Rigid body dynamics, momentum and energy principles; modeling and analysis of mechanical systems. Prerequisite: Engineering 100A.

### 101A Introduction to Thermodynamics (4) F

Lecture, three hours; discussion, one hour. Development of thermodynamic principles and analyses of open and closed systems representative of engineering problems. Prerequisites: Physics 5B, Mathematics 2C.

**101B Introduction to Fluid Mechanics (4) W**

Lecture, three hours; discussion, one hour. Fluid statics, control-volume analysis of mass, momentum and energy flow, differential equations of fluid flow. Prerequisites: Physics 5B, Mathematics 3C.

**101C Fluid Mechanics (4) F**

Lecture, three hours; laboratory, three hours. Fluid mechanics with emphasis on incompressible fluids. Fundamental equations and conservation relations, stresses in fluids, similitude, potential flows, turbulence, laminar and turbulent boundary layers, creeping motion, separation, wakes: Applications to pipe flow, open channel flow, and hydraulic models. Prerequisite: Engineering 101B.

**101D Engineering Electromagnetics (4) S**

Lecture, three hours; laboratory, two hours. Electromagnetic fields and solutions of electromagnetic field problems in engineering applications: dielectric constant and magnetic susceptibility, impedance, reflection and refraction of planewaves, transmission line and guided waves, resonance cavities and radiation. Prerequisites: Physics 5C, Mathematics 3C.

**102 Signal Theory (4) W**

Lecture, three hours; laboratory, two hours. Representation of signals – Fourier series, Fourier and Laplace transforms, orthogonal representations. Convolution integral, sampling theory, introductory communication theory, amplitude and phase modulation and demodulation, signal correlation. Prerequisite: Engineering 100A.

**105 Engineering Methods: Experiment and Analysis (4) F**

Lecture, two hours; laboratory, three hours. Experimental methods including instrumentation, measurements, simulation, modeling and data analysis. Prerequisites: Engineering 100A and 101A (may be taken concurrently).

**106A-B Engineering Methods: Design (4-4) W, S**

Lecture, two hours; laboratory, three hours. Design methods and design projects conducted with faculty in option area. Prerequisites: Engineering 100C, 101C or 101D, 105.

**110A Electronics I (4) W**

Lecture, three hours; laboratory, three hours. Review of circuit analysis. Large and small signal modeling of semiconductor diodes and transistors. Design of semiconductor digital circuits and multistage amplifiers. Comparison of discrete and integrated circuit designs. Prerequisite: Physics 5C.

**110B Electronics II (4) S**

Lecture, three hours; laboratory, three hours. Modeling of junction and field effect transistor linear and digital circuits. Linear and nonlinear applications of operational amplifier feedback systems with emphasis placed on frequency and thermal stability constraints. Prerequisite: Engineering 110A.

**111A-B Analysis and Design of Electrical Circuits (4-4) W, S**

Lecture, four hours. Analysis and design of active and passive electrical circuits. Topology, network theorems, sensitivity considerations. Classical synthesis and computer-aided techniques for two, three and four terminal networks. Prerequisite: Engineering 100B.

**111K Discrete Systems and Digital Filters (4) S**

Lecture, four hours. Nature of sampled data, sampling theorem, difference equations, data holds, z-transform, fast Fourier transform, w-transform, digital filters, Butterworth and Chebychev filters, quantization effects. Prerequisite: Engineering 100B.

**113 Fundamentals of Semiconductor Electronics (4) F**

Lecture, four hours; laboratory, three hours. Electronic processing in semiconducting materials: electronic energy levels in solids, electron distribution in thermal equilibrium, electronic transport and recombination processes and theory of pn-junction diode.

**114A Field-Effect Semiconductor Devices (4) W**

Lecture, four hours; laboratory, three hours. Semiconductor devices: Analog transistor, Schottky barrier and pn-junction capacitors, junction field-effect transistors, insulated gate and thin-film transistors, charge coupled devices and semiconducting memories. Prerequisite: Engineering 113.

**114B Bipolar Semiconductor Devices (4) S**

Lecture, four hours; laboratory, three hours. Semiconductor devices based on minority carrier flow; pn-junction diodes, tunnel; backward and punch-through diodes; bipolar transistors (diffusion, drift); four-layer devices; optoelectronic devices. Prerequisites: Engineering 113 and 114A.

**118A Deterministic Models in Operations Research (4) F**

Lecture, four hours; discussion, one hour. Optimization of deterministic systems. Formulation of models and applications. Linear programming and extensions. Quadratic and nonlinear programming. Multistage processes and dynamic programming. Computational methods. Prerequisite: Mathematics 3C.

**118B Stochastic Models in Operations Research (4) W**

Lecture, four hours; discussion, one hour. Optimization of stochastic systems. Formulation and application of stochastic programming and probabilistic dynamic programming. Markov chains and queuing theory. Inventory models. Prerequisites: Engineering 118A, 186.

**118C Topics in Operations Research (4) S**

With material selected from among such diverse areas as mathematical programming, games, networks, reliability or case studies, this third quarter in the operations research sequence permits students and faculty to work on a topic of mutual interest. Prerequisites: Engineering 118A-B or consent of instructor.

**119A-B-C Power System Engineering (4-4-4) F, W, S**

Lecture, four hours; laboratory, three hours. Rotating and stationary energy converters. Generation and transmission of electrical energy. Fault calculations, protection. Stability, reliability and optimal load flow. Prerequisites: Engineering 100B, 101D.

**122 Logic and Organization of Digital Computers (4) S**

Lecture, four hours. Digital computer organization. Information-processing algorithms; formal representation of digital systems; logic components, building blocks, internal algorithms, and programming systems. Prerequisite: Engineering 10 or ICS 1.

**124A-B Introduction to Information Machines (4-4) F, W**

Lecture, four hours. The basic mechanisms for processing information with illustrations in communication systems, control systems, computers, biology, psychology, and man-machine systems. Measure of information, codes, neuron models, sequential machines, diagnosable machines, cellular machines, self-reproducing machines, Turing machines, computability, pattern recognizers, trainable machines. Prerequisite: Mathematics 2B.

**128 Communication Systems (4) W**

Lecture, four hours; laboratory, two hours. A nonprobabilistic introduction to analog and digital communication systems. Analog modulation and demodulation techniques. Digital signaling techniques (PCM) using pulse-position,

pulse-width and pulse-rate schemes. Prerequisite: Engineering 100B.

**134 Microwave Electronics (4) S**

Lecture, four hours. Microwave theories of waveguides, resonant cavities, and the interaction between electromagnetic fields and charges. Applications to microwave electron beam and semiconductor devices. Prerequisite: Engineering 101D.

**135A-B-C Electromechanics (4-4-4) F, W, S**

Lecture (given via audio tape), three hours; laboratory, three hours. Theory and behavior of electromechanical devices used in systems of electrical power, conversion of power between electrical and mechanical systems and as information processing devices. Prerequisites: for 135A, Engineering 101C or 101D; for 135B and 135C, 135A. Note that 135B is not a prerequisite for 135C.

**137 Engineering Electrodynamics (4) F**

Lecture, three hours; laboratory, two hours. Time varying electromagnetic fields including waveguides, resonant cavities, and radiating systems. Motion of charged particles in electromagnetic fields, radiation by moving charges. Scattering and dispersion.

**138 Optical Electronics (4) W**

Lecture, three hours; laboratory, two hours. Lasers and related optical devices and systems: spontaneous and stimulated emission, optical spectra, optical resonators, laser oscillation, specific laser systems, dispersion and nonlinear processes in laser medium, crystal optics, modulation, isolator, optical harmonic generation, optical detection, and related noise problems.

**139 Laser Technology (4) S**

Lecture, three hours; laboratory, two hours. Technology pertinent to lasers and related optical devices and applications. Laboratory work on lasers, interference, modulation, transmission, detection, holography, and spectroscopy.

**140A Introduction to Control Systems (4) F**

Lecture, four hours; laboratory, two hours. Feedback control systems. Modeling, stability, and system specifications. Root locus, Bode, Nichols, and state-space methods of analysis and design. Associated laboratory. Prerequisite: Engineering 100B.

**140B Sampled-Data and Digital Control Systems (4) W**

Lecture, four hours; laboratory, two hours. Analysis and design of sampled-data and digital control systems. Sampling process and theory of digital signals; z-transforms and modeling; stability; z-plane, frequency response and state-space techniques of digital control system synthesis. Associated laboratory. Prerequisite: Engineering 140A.

**140C Simulation and Control (4) S**

Lecture, four hours; discussion, one hour. Computer simulation of feedback control systems. Modeling of continuous and sampled-data systems. Use of analog and digital computers for simulation. Emphasis on correlation of s- and z-plane analysis with a time domain performance. Experimental investigation of effects of common nonlinearities and time delays. Prerequisites: Engineering 140A and B.

**143A-B Advanced Simulation and Computation (4-4) F, W**

Lecture, three hours. Use of computers to study physical and socio-economic systems by simulation experimentation. Continuous and discrete type models, implementation via analog, digital, and hybrid computers, design of experiments, model validation, simulation languages, and error analysis. Prerequisite: Engineering 100B.

## 408 Engineering

### 145 Engineering Statistics (4) S

Lecture, four hours. Introduction to statistical inference; point estimators, bias, sufficiency, consistency; interval estimators; confidence intervals; hypothesis testing, simple and composite hypotheses, likelihood ratio tests; regression; nonparametric methods; sequential tests; applications to engineering problems. Prerequisite: Engineering 186.

### 146 Orbital Mechanics (4) F

The concepts and techniques of celestial mechanics as applied to space vehicle orbits. Atmospheric entry.

### 147 Engineering Mechanics (4) S

Lecture, three hours. Mechanics of machinery, vibrations, rigid body dynamics, Lagrange equations.

### 149 Mechanical Engineering Design (4) W

Lecture, four hours. Review and practice in the design of mechanical engineering systems. Engineering practices, use of handbooks and manufacturer's data, approximations. A design project will be required.

### 150A Structural Mechanics (4) F

Lecture, four hours; laboratory, three hours. Introduction to stress and strain. Analysis of internal force resultants (axial, shearing, bending, twisting forces) and their influence on structural design. Elongation of axial rods, twisting of shafts, bending of beams. Statical determinacy and indeterminacy.

### 150B Structural Mechanics (4) W

Lecture, four hours; laboratory, three hours. Concepts and application of structural stability in design. Plates and shells as structural members. Analysis of indeterminate truss and framed structures using superposition and energy (least-work, Castigliano, dummy load, virtual work, etc.) principles. Prerequisite: Engineering 150A or consent of instructor.

### 150C Structural Mechanics (4) S

Lecture, four hours; laboratory, three hours. Fundamentals of reinforced concrete and application to beam design. Matrix techniques for indeterminate framed structures; flexibility and stiffness methods. Computer techniques using the stiffness method. Structural dynamics of single, multi, and infinite d.o.f. systems. Computer techniques for frequencies and modes. Prerequisites: Engineering 150A-B or consent of instructor.

### 151 Soil Mechanics (4) W

Lecture, four hours. Mechanics of soils, composition and classification of soils, compaction, compressibility and consolidation shear strength, shear tests, seepage, bearing capacity, lateral earth pressure, footing design, retaining walls, piles. Prerequisite: Engineering 150B.

### 152 Water Supply and Hydraulic Systems (4) W

Lecture, four hours. Engineering principles of hydrology, water supply, and hydraulic systems: analysis of groundwater, design of wells, flood hydrology, seepage, pumps and surface hydraulic structures. Prerequisite: Engineering 101A.

### 157 Transportation and Traffic Engineering (4) F

Lecture, four hours. Systems analysis of transportation modes; interaction between transportation systems and land use planning; design of street and highways including access facilities, controls; traffic flow theory. Prerequisite: junior standing.

### 160 Energy: Resources, Production and Policy (4) S

Lecture, four hours. Investigation of the present and projected status of energy demands and production with special attention to energy sources and

conversion. Prerequisite: Engineering 101A.

**161E Environmental Economics (4) F**

Lecture, four hours. Socio-economic aspects of environmental impact are examined. Population growth, density, aesthetics, standards of living, traffic congestion, recreational requirements, and conflict in life styles are considered. Cost/benefit analysis and requirements for public services are determined. Case studies are emphasized.

**161I Environmental Impact Assessment and Reporting (4) S**

Lecture, three hours. Designed to aid in the development, preparation, and assessment of mandatory and proposed environmental impact reports. The course covers pertinent legislation and local requirements for environmental impact assessment, factors required in conducting environmental studies, examination of selected case studies, and the techniques and applicable methodologies for performing impact assessment.

**163 Water Resources and Water Quality (4) S**

Lecture, four hours; laboratory, three hours. Chemical and biological aspects of water, water supply, wastewater treatment, and solid waste management.

**163K Water and Wastewater Treatment Design (4) F**

Lecture, four hours; laboratory, three hours. The design of chemical treatment processes, emphasis on process dynamics and reactor engineering. Application of mass transport and kinetics, coagulation and flocculation, absorption exchange. Prerequisite: Engineering 163.

**164 Fundamentals of Air Pollution and Control (4) F**

Lecture, four hours; discussion, three hours. Introduction to the sources, dispersion and effects of air pollutant emissions by modification of the combustion process. Monitoring of source emissions and ambient air quality. Approaches to regional control of air quality.

**166 Public Health Aspects of Environmental Quality (4) W**

Lecture, four hours; laboratory, three hours. Introduction to the principles of public health protection and design of environmental protection systems. The systems include water, air, noise, and industrial hygiene.

**167 Methods of Desalination (4) S**

Lecture, three hours; laboratory, three hours. Desalination technology and advantages and disadvantages, economics and energy requirements. Optimization of desalination plants. Laboratory experiments will include electrodialysis, reverse osmosis, and distillation.

**169 Principles of Noise and Noise Control (4) F**

Lecture, four hours; laboratory, three hours. Introduction to the fundamentals of sound generation and propagation, sources of noise, noise measurement, the effects of noise upon man, legal and economic aspects of noise control, and noise control in architecture.

**170 Statistical Thermodynamics (4) W**

Lecture, four hours. Classical and quantum mechanical descriptions of substances and evaluation of thermodynamic properties of gases, liquids, and solids. Elementary kinetic theory of gases and evaluation of transport coefficients. Prerequisites: Mathematics 3C, Physics 5E. Offered 1977.

**171 Heat and Mass Transfer (4) S**

Lecture, four hours. Transport of mass and heat in both steady and unsteady compressible and incompressible flow systems, including mass diffusion and heat transfer in laminar and turbulent flow. Prerequisites: Engineering 101A, 101B.

**172 Nuclear Power Generation (4) S**

Lecture, four hours. Fundamentals of nuclear power generation and consideration of environmental effects. Offered 1977.

**173 Applied Engineering Thermodynamics (4) W**

Lecture, four hours. Thermodynamic principles involved in systems and processes representative of mechanical, civil, environmental, and electrical engineering problems. Prerequisite: Engineering 101A.

**174 Compressible Flow (4) S**

Lecture, four hours. Compressible effects in fluid mechanics. Isentropic inviscid flow. Channel, Fanno, and Rayleigh flows. Acoustics, shock waves, linearized supersonic flow, nozzles and diffusers. Prerequisite: Engineering 101B.

**184 Introduction to Boundary-Value Problems (4) S**

Lecture, three hours; discussion, one hour. Potential, diffusion, and wave phenomena studied as boundary-value problems. Analytical and numerical methods of solving boundary-value problems. Fourier series. Numerical relaxation methods. Prerequisites: Physics 5C, Mathematics 3C, Engineering 10.

**185A Numerical Methods in Engineering and Science I (4) W**

Lecture, four hours. Computer aided numerical solution of problems occurring in practice with application in various engineering disciplines. Use of the computer for solving the individual problems. Prerequisite: junior standing.

**185B Numerical Methods in Engineering and Science II (4) S**

Lecture, four hours. Practical computation methods and their use on high-speed computers. Practical methods for solution of problems involving data analysis, linear equations, ordinary and partial differential equations, and optimization are included.

**185K Introduction to Engineering Analysis (0) F, W**

Lecture, two hours. A self-study, noncredit review of basic principles in engineering analyses with particular emphasis on ordinary and partial differential equations and their solution, Laplace transform techniques and Fourier series.

**186 Engineering Probability (4) F**

Lecture, four hours. Sets and set operations; nature of probability, sample spaces, fields of events, probability measures; conditional probability, independence, random variables, distribution functions, density functions, conditional distributions and densities; moments, characteristic functions; random sequences, independent and Markov sequences. Prerequisites: Engineering 100A or Mathematics 3C (may be taken concurrently).

**187 Random Processes and Systems Theory (4) W**

Lecture, four hours. Application of the theory of random processes to the analysis of the response of linear systems, linear mean-square optimization, the orthogonality principle and Wiener-Hopf theory. Prerequisite: Engineering 186.

**188 Random Processes in Nonlinear Systems (4) S**

Lecture, four hours. The study of the response of nonlinear systems to stochastic inputs. Second moment and diffusion theories are presented and applied to a number of problems of general interest. The stochastic calculus, stochastic differential equations, and stochastic integrals are examined. Prerequisite: Engineering 187.

**189 Fourier Transform Methods in Engineering (4) W**

Lecture, three hours. Introduction to the Fourier transform and related topics as analytical tools in engineering. Applications in spectral analysis and filter-

ing, samples, discrete representations, image analysis and processing, boundary-value problems. Prerequisites: Mathematics 3A-B-C.

**198 Group Studies for Undergraduates (4-4-4) F, W, S**

Group study of selected topics in engineering.

**199 Individual Study (2 to 4 per quarter) F, W, S**

For undergraduate engineering majors in supervised but independent reading or research of engineering topics of current interest.

## GRADUATE ENGINEERING COURSES

**207A Advanced Semiconductor Devices (4) W**

Lecture, four hours; laboratory, three hours. Extended theory of bipolar transistor operation, including high-level injection. Early and Kirk effects high-frequency limitations due to material parameters and design. Lateral bipolar transistor and integrated circuit implementations.

**207B Advanced Semiconductor Devices (4) F**

Lecture, four hours; laboratory, three hours. Microwave and sub-nanosecond GaAs junction and Schottky barrier field-effect transistor design and physical limitations. Operation of unipolar transistor in the hot electron range and its implication on device characteristics.

**207C Advanced Semiconductor Devices (4) S**

Lecture, four hours; laboratory, three hours. Special semiconductor devices, their design, theory of operation and electrical performance characteristics: Semiconductor lasers, Gunn device, IMPATT diode, BARITT diode and acoustical surface wave device and Avalanche photo diode.

**209 Electromagnetic Radiation and Guided Waves (4) F**

Lecture, four hours; laboratory, three hours. Electromagnetic diffraction, microwave and optical waveguides and resonators, coupled mode theory, scattering of electromagnetic waves by dielectric and metallic spheres.

**210 Imaging Optics (4) F**

Lecture, four hours. Optical imaging instruments from geometrical and wave optical standpoints. Indirect optical imaging methods such as holography, interferometry and intensity correlation interferometry.

**211 Statistical Optics (4) W**

Lecture, four hours. Temporal and spatial coherence of electromagnetic radiation. Statistics of photoelectrons generated by thermal radiation and laser beams. Wave propagation through fluctuating medium. Signal-to-noise ratio in photodetection.

**212 Engineering Quantum Mechanics (4) F**

Lecture, four hours. Basic quantum electronics for optical electronic devices.

**213 Quantum Electronics (4) W**

Lecture, four hours. Semi-classical treatment of lasers and related optical electronic devices.

**214 Quantum Optics (4) S**

Lecture, four hours. Quantum theory of electromagnetic fields and its application to laser and related optical devices. Noise, photoelectron counting statistics and intensity correlation interferometry.

**217A Forecasting, Inventory Control and Production Planning (4) F**

Lecture, four hours. A study of the practical techniques for forecasting, inventory control and production planning for both industrial and nonindustrial commodities; important for planning with fluctuating demands, costs, available supplies and prices. Prerequisites: Engineering 118A or Math 171A, concurrent; probability theory.

**217B Applied Stochastic Processes and Queuing Theory (4) W**

Lecture, four hours. Application of stochastic processes to the study of the characteristics of queueing and replacement models and their optimization. Fundamental concepts of Markov and renewal processes. Stochastic analysis of systems from the point of view of reliability, spares provisioning, and availability. Models of queueing phenomena in transportation, vehicle congestion, airport, traffic, data message processing, and communications. Prerequisite: probability theory.

**217C Special Topics in Operations Research (4) S**

Lecture, four hours. Advanced topics in Operations Research, selected from such areas as reliability, games, inventory and production planning, decision theory. Case studies. Prerequisites: Engineering 118A-B or Mathematics 171A-B. Offered 1977.

**218A Methods of Operations Research (4) F**

Laboratory, four hours. Nature of operations research, problem formulation and modeling. Problems in allocation, inventory, replacement, inspection, maintenance, reliability, queueing, routing in networks, search, and competition. Utility and decision theory concepts. Methods of solution, simulation, and testing. Prerequisites: Engineering 118A or Mathematics 171A, concurrent.

**218B Engineering Economics (4) W**

Lecture, four hours. Fundamental concepts of managerial and engineering economy. Alternative investment proposals. Utility theory in decision making. Tax structures and depreciation strategies. Investment decisions under conditions of inflation. Methods of simulation. Cost-benefit techniques with application to engineering systems and energy conservation. Case studies emphasized. Prerequisites: Engineering 50 or consent of instructor.

**218C Techniques of Optimization Theory (4) S**

Lecture, four hours. Advanced topics of optimization theory selected from such areas as duality, geometric programming, search procedures, decomposition. Prerequisites: Engineering 118A-B or Mathematics 171A-B.

**219 Power System Dynamics (4) F**

Lecture, four hours. Power system behavior under dynamic conditions.

**221A Digital Electronics 1 (4) S**

Lecture, four hours. Bank theory of solid-state electronics, semiconductor devices, fabrication technology, nonlinear circuit analysis, analog-digital and digital-analog converters, magnetic memories. Prerequisite: Engineering 110A.

**221K Minicomputer System Design (4) S**

Lecture, four hours. This course will examine the rapidly evolving minicomputer system designs, studying specific existing minis, the detail of their system components and interactions, their structure, and the minis of the future. Prerequisite: Engineering 122.

**222A-B Statistical Pattern Classification (4-4) W, S**

Lecture, four hours. Design of machines to sort statistically generated observations into classes, such as speech, radio signals, and electrocardiograms. The techniques discussed include decision theory, divergence, feature selection, cluster analysis and prototype decisions. Prerequisite: Engineering 186 or Mathematics 130A.

**223 Computer Architecture and Microprogramming (4) S**

Lecture, four hours. A broad overview of computer architecture including problems in hardware, firmware (microprogram), and software. Computer architecture for resource sharing, real-time applications, parallelism, micro-

programming, and fault tolerance. A comparative study of various architectures based on cost/performance and the current technology. Prerequisite: Engineering 122.

**224A-B Digital Image Processing (4) W, S**

Lecture, four hours. Use of computer for analyzing pictures. Digitization schemes, chain codes, convexity detection parallel-structural image analyzers, distance skeletons, edge detection heuristic search procedures, texture recognition, picture languages, array automata, web grammars. Prerequisite: Engineering 124B or permission of instructor. Offered 1977.

**227A-B Detection, Estimation and Demodulation Theory (4-4) F, W**

Lecture, four hours. Application of statistical decision theory, state variables, random processes and the Ito Calculus to deriving optimum receiver structures for signal detection, parameter estimation and analog demodulation. Prerequisite: Engineering 187.

**228A-B Communication and Information Theory (4-4) F, W**

Lecture, four hours. Communication over noise channels via optimum receiver design, information theory concepts – entropy, mutual information, encoding of information. Shannon's coding theorems, channel capacity and implementation of some coded systems. Prerequisite: Engineering 187.

**240A Linear System Theory (4) F**

Lecture, four hours. Theory of linear dynamic systems. Linear spaces, differential equations, system representation, and canonical forms. Controllability, observability and stability theory. State variable feedback, observers, and realization theory. Prerequisites: Engineering 140A or equivalent.

**240B Optimization and Control (4) W**

Lecture, four hours. Optimization theory and its applications to problems in control and sequential decision making. Linear and nonlinear programming, calculus of variations, maximum principle and dynamic programming. Prerequisite: Engineering 240A or equivalent.

**240C Multivariable Control Systems (4) S**

Lecture, four hours. Analysis and design of controllers for deterministic and stochastic systems with multiple inputs and/or outputs; problems of regulation, tracking disturbance rejection and terminal control; optimal linear state feedback; observers; optimal linear output feedback; continuous-time and discrete-time systems. Prerequisite: Engineering 240B.

**241A System Identification (4) S**

Lecture, three hours; discussion, one hour. The course covers the latest techniques in system identification. The materials covered encompass techniques in both frequency and time domain, linear and nonlinear dynamic processes, correlation, regression, stochastic approximation, etc., are among the topics covered. Prerequisite: Engineering 240A.

**241B Stochastic Optimal Control (4) S**

Lecture, four hours. Stochastic processes and optimal estimation for linear systems. Stochastic optimal control for linear systems. Nonlinear estimation and control problems. Prerequisite: Engineering 240B.

**242 Topics in Systems and Control Theory (4) S**

Lecture, four hours. Advanced topics in systems and control theory. Large-scale, multilevel and hierarchical systems; algebraic and geometric system theory; adaptive systems; game and team-decision theory; system identification; numerical methods; stability theory. Prerequisite: consent of instructor.

**247 Advanced Dynamic (4) F**

Lecture, four hours. Kinematics and dynamics of three dimensional complex

motions. Lagrangian dynamics, Hamilton's principles. Dynamics of gyros and platforms. Satellite dynamics (spinning, gravity gradient, etc.). Prerequisite: Engineering 147 or equivalent.

**248 Mechanical Vibrations (4) W**

Lecture, four hours. Mechanical vibrations with applications to mechanical, civil, and acoustical systems. Topics covered include the free and forced vibration of single, multi, and infinite d.o.f. systems. Computer programs for time and frequency response analyses are supplied and discussed. Prerequisite: Engineering 100C.

**250 Finite Element Methods in Structural Mechanics (4) W**

Lecture, three hours; laboratory, three hours. Use of computer methods in structural mechanics. Topics include static (1-D, 2-D, and 3-D) plasticity, stability, and vibration analyses. Each topic is developed from a unified approach by considering elasticity, constitutive relations, and energy methods. Computer laboratory included. Prerequisite: Engineering 150A-B-C or consent of instructor.

**252 Fluid Flow in Porous Media (4) S**

Lecture, four hours. Theory and application of dynamics of flow in porous media. Groundwater resources, evaluation and management. Well design and analysis. Dispersion of pollutants. Mathematical models. Prerequisite: Engineering 155. Offered 1977.

**253 Plates and Shells (4) S**

Lecture, three hours; laboratory, three hours. Introduction to plates and shells as structural members using classical differential equations and modern computer techniques. Topics covered include bending of circular and rectangular plates, shells of revolution, and cylindrical shell. Finite element computer laboratory included. Prerequisites: Engineering 150A-B or consent of instructor.

**258 Flow In Open Channels (4) S**

Lecture, three hours; discussion, three hours. Mechanics of fluid motion in open channels, uniform and nonuniform flow, unsteady flow, flood routing, numerical methods, flow over movable beds, sediment and mass transport. Prerequisite: Engineering 155.

**263 Advanced Water and Waste Treatment Technology (4) W**

Lecture, four hours; laboratory, three hours. Water and waste pollution control. Physical, chemical, and biological treatment. Reuse of wastes and ultimate disposal of nonreusable wastes. Prerequisites: Engineering 163, 166.

**264 Advanced Air Resources Engineering Technology (4) W**

Lecture, four hours; laboratory, three hours. Pollutant formation and combustion control of air pollutant emissions. Dispersion and turbulent diffusion of air pollutant emissions. Dispersion modeling. Extended principles of source and ambient monitoring. Prerequisite: Engineering 164.

**264M Air Pollution Meteorology and Dispersion (4) S**

Lecture, four hours. Macro-scale, meso-scale, and micro-scale study of meteorology as pertaining to air pollutant dispersion. Mechanisms responsible for dispersion. Dispersion modeling of point, line and area sources. Conservative and nonconservative fields. Status of predictive methods. Prerequisites: Engineering 164, 264.

**264Q Advanced Air Pollution Control Technology (4) S**

Lecture, four hours; Pollutant control technology of gaseous and particulate emission, design and application with consideration of scrubbing, separation, precipitation, adsorption, catalysis, filtration and hooding. Prerequisite: Engineering 164. Offered 1977.

**267 Design in Engineering (4) S**

Lecture, four hours; laboratory, four hours. Applied laboratory course in engineering design in which master level students complete project developed during prior two quarters. Interaction with the professional community is encouraged. Interaction among student projects in environmental, mechanical, and civil engineering is maintained. Tools of design, project management, presentation and reporting are developed.

**268 Environmental Resources Systems – Planning and Evaluation (4) F**

Lecture, three hours. Planning civil engineering systems. Optimization of integrated water reuse systems and transportation systems. Design criteria for public works. Economic evaluation of alternative systems. Prerequisites: Engineering 163, 263.

**269 Advanced Noise Pollution and Control (4) W**

Lecture, four hours; laboratory, three hours. Noise sources, the technology of noise control, noise measurement in the environment, community and individual response to noise; noise as a factor in environmental impact. Current noise problems and noise abatement efforts. Prerequisite: Engineering 169.

**270 Fundamentals of Combustion (4) S**

Lecture, four hours. Reaction mechanisms and rates, chemical equilibria, flame temperature, and production of trace species. Ignition limits, diffusion flames and droplet burning premixed flames, experimental techniques, and combustion analysis. Prerequisite: Engineering 264. Offered 1977.

**271 Advanced Numerical Techniques in Transport Phenomena (4) S**

Lecture, three hours; discussion, three hours. Application of finite element methods to linear and nonlinear steady and dynamic problems in momentum, heat, and mass transport. Problems in free surface water and porous media systems considered. Prerequisite: Engineering 281. Offered 1977.

**272 Fundamentals of Turbulence (4) S**

Lecture, four hours. Engineering problems of turbulence, experiments and their analysis, with applications to channel and developing flows, and reacting and nonreacting mixtures. Prerequisite: Engineering 171 (may be taken concurrently).

**281 Finite Element Method In Continuum Mechanics (4) F**

Lecture, three hours; discussion, three hours. Application of finite elements to continuum mechanics problems. The course stresses the adaptation of finite element methods to the computer. Coded algorithms are provided. Variational principle and Galerkin based schemes are covered. Element design and matrix manipulations are considered. Prerequisites: graduate standing, Fortran IV programming experience.

**282 Finite Difference Methods (4) F**

Lecture, three hours; discussion, three hours. Theory and application of finite-difference methods to linear and nonlinear steady and dynamic systems. Explicit and implicit techniques. Alternate implicit and mesh integration techniques.

**285A-B-C Methods of Engineering Analysis (4-4-4) F, W, S**

Lecture, three hours; discussion, one hour. Operators in linear vector spaces as a general tool for the analysis of engineering systems. The course will develop a unified mathematical approach applicable to problems in all fields of engineering. Prerequisites: Engineering 100C, 101C or 101D.

**295A Seminars in Engineering (varies) F, W, S**

Scheduled are (a) Combustion; (b) Environmental Systems Modeling; (c) Pattern Recognition; (d) Quantum Electronics and Modern Optics; (e) Systems

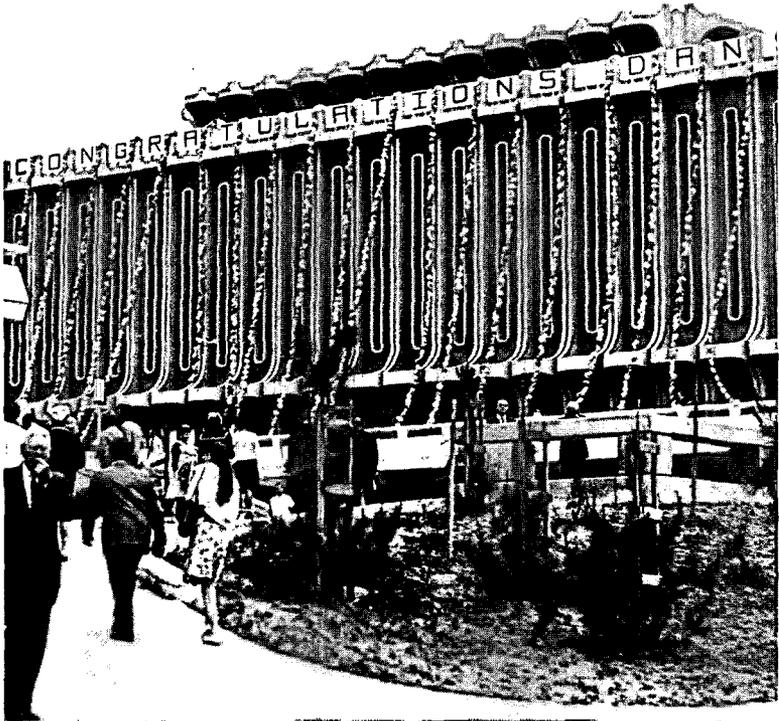
and Operations Research. Prerequisite: consent of instructor.

298 Topics in Engineering (varies) F, W, S

Topics to be selected each quarter. Prerequisite: consent of instructor.

299 Individual Research (varies) F, W, S

Individual research or investigation under the direction of an individual faculty member. Prerequisite: consent of instructor.



*Students stayed up most of the night to decorate the Library-Administration Building as a surprise greeting to Chancellor Aldrich the morning of his inauguration, May 20, 1966.*

# Graduate School of Administration

Lyman W. Porter  
*Dean*

The Graduate School of Administration offers programs of advanced study leading to the M.S. or Ph.D. degree in Administration. Through these programs individuals may prepare for significant roles in business or industry, in education and in government, and in other types of organizations. Among others, these roles include corporate managers, program directors, federal executives, state and local officials, urban and regional planners, administrators for various levels of the education system, organizational staff experts, political leaders, hospital administrators, managers of scientific or research enterprises, engineer-administrators, policy analysts, researchers, and faculty members.

Three basic assumptions underlie the School's philosophy of graduate education. First, there are significant phenomena and problems common to business-industrial, educational, and governmental organizations; second, a common set of disciplines, concepts, techniques, and technologies exist which are appropriate to a wide range of organizational or scholarly roles; third, many administrators in the future will work in more than one of the three arenas during their careers.

The M.S. program is intended to increase the likelihood that future leaders will be able to communicate effectively and move easily from one kind of organizational unit to another, thereby providing society with versatile managers and administrators. The Ph.D. program for the field of administration has the usual academic and research objectives.

## General Admission Requirements

Requests for application materials should be addressed to the Graduate Division, University of California, Irvine; Irvine, California 92717.

Applicants for the Ph.D. program should complete all phases of the application procedure by April 1. Applicants for the M.S. program should complete all phases of the application procedure by July 1. (GSA also admits applicants in the winter and spring quarters; application procedures should be completed eight weeks prior to the beginning of the appropriate quarter.)

In addition to the general University of California rules governing admission to graduate study, the Graduate School of Administration normally requires the following:

1. The Graduate Record Examination (verbal and quantitative aptitude parts) or the Graduate Management Admission Test.

2. Subject matter preparation that emphasizes a background in social science courses (psychology, sociology, economics, political science, etc.), and course work in quantitative areas, such as mathematics at the level of introductory calculus, and probability and statistics.

3. For Ph.D. applicants, a previously prepared paper (research report, essay, case study) which may be indicative generally of the applicant's interests and capabilities.

Evaluation of the applicant's file for admission will consist of an integrated assessment of all materials (test scores, transcripts of previous academic work, statements on application forms, and letters of recommendation). There are no arbitrary cut-off points on any of the criteria for admission — rather, admission is on the basis of the total configuration of qualifications. (In those cases where there is no question concerning the quality of an applicant's aptitudes and previous academic work, but where there are major deficiencies in prior subject matter preparation, applicants can be admitted for a period of one year as "Limited Status" students in order to devote full time to making up these deficiencies in appropriate undergraduate courses on campus.)

### Educational Objectives

Regardless of the content of particular courses, it is expected that all degree candidates will be exposed to and have the ability to use the following:

**1. General Knowledge: The Broad Context of Organizations and Management:** The late-twentieth century (significant trends, conditions, and problems); history of science, scientific inquiry, and the philosophy of science; economic, political, and social analysis.

**2. Conceptual and Empirical Knowledge of Organizations:** Basic concepts of management; the structure and functions of organizations, including comparative analysis and inter-organizational relations; levels and units of decision-making; individual behavior and group norms; operating environments of organizations.

**3. Specific Knowledge of Particular Arenas of Administration:** Depth study of specific institutional environments for administrative practice, such as educational, governmental, business-industrial organizations, and other types of organizations.

**4. Mathematics and Statistics:** As tools of precise reasoning, as languages which will tend more and more to dominate professional and scholarly literature, and above all, as foundations for relevant quantitative methods.

**5. Technical Bases of Management:** Decision processes; operations research; systems and policy analysis; budgeting and accounting techniques; personnel policies; techniques for measuring and affecting attitudes and behavior; computer technology and information sciences; research design and strategies.

**6. General Skills:** Political skills, effective management of interpersonal relations, leadership strategies and tactics, and competence in oral, graphic, and written expression.

**7. Professional Orientations:** Identification of factors, values, and policies which might bear on successful, responsible, and intellectually honest performance of organizational roles. Recognition of the administrator's potential contributions to society and of ethical and moral problems which arise from social research and the management of human enterprises.

### Undergraduate Course Offerings

The GSA faculty offers a number of courses for undergraduates each year, although there is no undergraduate degree program in administration available at UCI. Examples of these courses include "Introduction to Administration," "Women at Work," "Introduction to Managerial Accounting," "Behavioral Science in Administration," and "Introduction to Managerial Finance." Students should refer to the listings under the Graduate School of Administration in the "Schedule of Classes" booklet available each quarter from the Registrar's Office.

In establishing these undergraduate course offerings, the faculty anticipated three types of students drawn to courses in administration: (1) students who wish to learn about the administration of organizations as a way of gaining appreciation for a significant aspect of the culture, (2) students preparing for careers in other fields that require some knowledge of administration but not a high concentration in the field, and (3) students who expect to go on to graduate work in administration and who wish early guidance and undergraduate work appropriate to this career objective.

### The 3-2 Program for Undergraduates

In addition to the two-year Master's program for students who have already received a bachelor's degree from this University or another institution, outstanding UCI undergraduate students may enter a cooperative 3-2 program with other campus units such as the School of Social Sciences, the School of Engineering, the School of Biological Sciences, or the Department of Information and Computer Science. Students in such a program spend their first three years taking courses and meeting requirements for the bachelor's degree in an undergraduate major. During the senior year, students complete these requirements and begin work on an M.S. degree in Administration. The requirements for the M.S. degree are completed during a fifth year of study. Successful completion of requirements in this program leads to a bachelor's degree in the cooperating field after the fourth year and a Master's degree in Administration after the fifth year. Students contemplating entering such a 3-2 program should contact the Graduate School of Administration prior to, or early in, the start of the junior year, for the purpose of program consultation.

## The Master of Science in Administration

The M.S. program in GSA requires a minimum of twenty-three quarter courses with a minimum overall grade point average of 3.00. The twenty-three quarter courses normally take two full academic years or their equivalent in part-time registration. Part-time students normally take two courses per quarter and are required to complete the M.S. degree in no more than four years. To accommodate the needs of part-time students, GSA offers a number of courses each quarter during late afternoon and evening hours.

The courses in the M.S. program are divided into two groups, each group designed to achieve specific educational objectives.

### Core Courses

The first group consists of twelve core courses and has two fundamental aims: (1) to develop skills needed to select and use effectively the appropriate means, methods, and techniques for diagnosing and solving organizational problems; (2) to identify the significant concepts and phenomena associated with the study of complex organizations, and to bring to bear the relevant contributions of the core disciplines or interdisciplinary sources on the analysis of organizations and the administrative process.

The twelve core courses are listed below. For descriptions of the general content of these courses, refer to section on courses. With the exception of Quantitative Methods (two quarters), any core course may be taken in the first or second year. Quantitative Methods must be taken in the winter and spring quarters of the first year.

The core will consist of the following twelve quarter courses: Quantitative Methods for Administration; Quantitative Methods for Administration (continued); Microeconomics for Administration; Macroeconomics for Administration; Accounting and Financial Control; Organization Theories and Models; Organization Theories and Models (continued); Interpersonal Dynamics; Manpower Utilization and Labor Relations; Institutional Arena (Seminar in Educational Administration, or Business Administration, or Public Administration); Institutional Arena (continued); Workshop in Administrative Problem-Solving.

### Elective Courses

The remaining course work for the M.S. degree will consist of eleven elective courses. The major emphasis in the elective courses will be on the development of specialized knowledge relevant to particular institutions (e.g., educational, business, government, or other types of organizations), and on achieving additional depth in a discipline or interdisciplinary area or specialized competence in the use of a particular set of technical tools and methods. These elective courses are selected by students in light of their educational and career goals and interests.

Specialization in Business Administration, Public Administration, or Educational Administration: GSA offers a variety of elective courses for those who wish to specialize in one particular organizational setting such as business, government, or education. In addition to the two required core courses called "Institutional Arena" (two seminars in Educational Administration or two seminars in Business Administration or two seminars in Public Administration), a number of elective courses are offered each quarter that emphasize each of these organizational settings. By a combination of these regularly offered electives, special topic seminars, individual study courses, and courses offered in other units on campus, the student may design a program with emphasis on any of the administrative arenas — business, government, or education.

### **Administrative Internship Program**

To complement the academic curriculum of GSA, an Administrative Internship Program provides practical application and work experience to interested GSA Master's students. The program is intended primarily for those students in the second year of their M.S. study. Student interns are employed by local cooperating organizations in paid administrative positions. Course credit is available for the participants of the Internship Program through the course, "Administrative Internship Seminar." GSA faculty and organizational representatives as well as student interns participate in this seminar which deals with specific topics and projects encountered by the interns in their positions.

### **Extended University Program — Public School Administration**

The Graduate School of Administration and the Office of Teacher Education jointly offer a program leading to an M.S. degree in Administration and the California Standard Supervision Credential. The program is designed for full-time teachers and administrators currently or previously employed by school districts who wish to pursue graduate study on a part-time basis and whose career objectives indicate an interest and potential for administrative work in the public educational system. The program emphasizes a generalized background and training in the analysis of organizational management with specific focus on public school administration. Students interested in this program should follow the preliminary admission procedures as outlined in the Extended University section of this catalogue. The general admission requirements for GSA will apply at the time of formal application. A consultation with the director of the program is strongly recommended prior to formal application.

The Extended University program of study leading to the M.S. in Administration and the California Standard Supervision Credential takes three years, including two summers, to complete. Students must complete twenty-three quarter courses with an overall grade point average of at least 3.00.

GSA requires twelve core courses designed to develop skills in the identification, analysis, and solution of organizational problems; these

courses approach the concepts of administration with a broad and interdisciplinary perspective.

In addition, the Office of Teacher Education requires that students take five courses (Education 181, 192, 194, 195, 197) designed to orient them specifically to the environment of public education. These courses cover such areas as the organization of public educational systems; state, county, and city school administration; the legal and financial aspects of public schools; personnel administration; curriculum development; and field experience in administration. See course listings under *Teacher Education* for descriptions of these courses.

The remaining six required courses are electives and are to be chosen according to the particular interests of the student, within the context of public school administration.

### **The Doctor of Philosophy in Administration**

Students who have completed the GSA M.S. program (or have obtained a Master's degree elsewhere in an area of administration) may be eligible for the GSA doctoral program. Requirements of the Ph.D. program include a broad knowledge of core disciplines as represented by the twelve core courses of the M.S. program. In addition, the Ph.D. student must qualify as a skilled researcher and must complete a significant exercise demonstrating these skills. Only full-time students are admitted to the doctoral program.

Although there is considerable variation in the length of time beyond a Master's degree needed to complete the Ph.D., a realistic range would be two to four years. The Ph.D. program is divided into three phases: preliminary, qualification, and dissertation.

The preliminary phase (which must be completed within five quarters) is designed to ensure that all Ph.D. students have (1) a thorough knowledge of core materials, (2) familiarity with administrative problems associated with a specific institutional arena (e.g., educational, business-industrial, or government administration), (3) knowledge of how to conduct research, and (4) a depth of knowledge in a basic discipline or tool relevant to administration (e.g., operations research, behavioral science models for administration).

In the qualification phase the student prepares for dissertation research in an area of specialization. This phase is completed when an oral qualifying examination is passed. Passing this examination formally advances the student to candidacy.

The dissertation phase involves a significant original research project which demonstrates the Ph.D. student's creativity and ability to launch and sustain a career of research. The dissertation attests to the usual scholarly objectives of any Ph.D. program.

There are no foreign language requirements in the GSA Ph.D. program.

## GRADUATE SCHOOL OF ADMINISTRATION FACULTY

- Lyman W. Porter, Ph.D. Yale University, *Dean of the Graduate School of Administration and Professor of Administration and Psychology*
- A. Bradley Askin, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Administration*
- George W. Brown, Ph.D. Princeton University, *Professor of Administration and Information and Computer Science (on leave W, S)*
- James W. Bush, M.P.H. Columbia University, M.D. Medical College of Virginia, *Lecturer in Administration and Assistant Professor, Community Medicine, University of California, San Diego.*
- Robert Dubin, Ph.D. University of Chicago, *Professor of Administration and Sociology (on leave S)*
- Henry Fagin, M.S. Columbia University, *Professor of Administration and Research Administrator, Public Policy Research Organization*
- William M. Fischbach, J.D. University of Michigan, *Lecturer in Administration*
- John C. Hoy, M.A. Wesleyan University, *Senior Lecturer in Administration and Vice Chancellor – Student Affairs*
- Stepan Karamardian, Ph.D. University of California, Berkeley, *Associate Professor of Administration and Mathematics*
- Gunther W. Klaus, Ph.D. Frederic Alexander University, *Lecturer in Administration*
- Jerry W. Koehler, D.Ed. Pennsylvania State University, *Lecturer in Administration and Director of Business, Government, and Industry Programs, University Extension*
- Kenneth L. Kraemer, Ph.D. University of Southern California, *Associate Professor of Administration and Director of the Public Policy Research Organization*
- Judith W. Loubet, Dr. d'Université University of Montpellier, *Lecturer in Administration*
- Newton Margulies, Ph.D. University of California, Los Angeles, *Associate Dean of the Graduate School of Administration and Associate Professor of Administration*
- Joseph W. McGuire, Ph.D. Columbia University, *Professor of Administration*
- Alexander M. Mood, Ph.D. Princeton University, *Emeritus Professor of Administration and Research Policy Analyst, Public Policy Research Organization*
- Raymond E. Oliver, M.S. University of Southern California, *Lecturer in Administration*
- James L. Perry, Ph.D. Syracuse University, *Assistant Professor of Administration*
- Patricia A. Renwick, Ph.D. University of California, Berkeley, *Assistant Professor of Administration*
- Judy B. Rosener, M.A. California State University at Fullerton, *Lecturer in Administration*
- Edward L. Schrems, Ph.D. Stanford University, *Assistant Professor of Administration*

Fred M. Tonge, Ph.D. Carnegie Institute of Technology, *Professor of Administration and Information and Computer Science*  
William Woollett, Jr., B.A. California State University, Los Angeles, *Lecturer in Administration*

## COURSES IN ADMINISTRATION

### 1 Introduction to Administration (4) F, W, S

Seminar, three hours. An overview of the field of administration/management. Fundamental concepts and realms of application are considered together to acquaint the student with the organization and administration of private and public enterprise. Both cognitive and experiential techniques are used to develop understanding of management as a field of study and of life.

### 181 Behavioral Science in Administration (4) W

Seminar, three hours. Focus is twofold: (1) on the behavior of people as members of groups and organizations and (2) on the behavior of the organization in relation to its environment. Readings will emphasize concepts and models that can be used for analysis. Cases and simulations provide the student with opportunity to build experience in the use of conceptual material and to understand the thinking-acting processes of people in the role of administrator.

### 182 The Future by Design (4) S

Seminar, three hours. Applicable to a variety of organizations, public and private. Introduction to methods of identifying problems and designing alternative plans, policies, and programs to meet perceived needs; to choose among them, act pursuant to them, monitor and evaluate their impacts, and modify them in the light of experience.

### 183 Operations Management (4) S

Seminar, three hours. Introduction to accounting and managerial control (accounting information, analysis and interpretation of financial data, cost and other controls) and to management analysis and policy (management of material and informational flows within organizations).

### 184 Women at Work (4) F

Seminar, three hours. A seminar designed to explore and learn more about the working woman — her socialization towards work and career, her images of work and of the working woman, her education and training, her labor force status and activity, her earnings, and the incidence of inequality in employment opportunity and earnings of men and women.

### 185 Introduction to Managerial Accounting (4) F

Lecture, three hours. Introduces the acquisition, reporting, and use of financial information in a business organization. Emphasis is on the use of information generated by the accounting system for decision-making, planning, and control. Public sector analogies are considered wherever possible.

### 186 Introduction to Managerial Finance (4) W

Lecture, three hours. Provides an introduction to the basics of financial administration. Topics include capital budgeting, cost of capital, cash budgeting, working capital management, and long term sources of funds. The goal of the course is to provide students with a basic understanding of the issues and techniques involved in financial decision making. Prerequisite: Administration 185 or consent of instructor.

### 201A Introduction to Quantitative Methods (4) F

Seminar, four hours. Basic concepts of probability theory and methods of statistical inference, emphasizing application to administrative and manage-

ment decision problems. Topics include random variables and their properties, the central limit theorem, analysis of variance and regression, nonparametric methods, and decision theory.

**201B-C Quantitative Methods for Administration (4-4) W, S**

Seminar, four hours. The tools of mathematical modeling as a basis for managerial decision making. Deterministic models including linear programming, production smoothing, and inventory control. Probabilistic models including Bayesian and classical approaches to decision problems, design of experiments, computer simulation.

**202A-B Organization Theories and Models (4-4) F, W**

Seminar, three hours. Description, analysis, and comparison of organizations, and behavior of individuals within organizations. Analysis of behavior in a wide range of organizations and societies. Theories and models relating to goals and objectives, structure, management and leadership, group influence, motivation and change.

**203 Accounting and Financial Management (4) F**

Seminar, three hours. Nature and purpose of accounting, principal accounting instruments, and valuation problems. The finance function in the short and long run, including cost of capital and capital structure.

**204 Microeconomics for Administration (4) W**

Seminar, three hours. Economic analysis of individual decision units. Topics include: introduction to demand and supply curves, production functions, cost curves, equilibrium of the firm, perfect competition, monopoly, imperfect competition, demand and supply of inputs. A knowledge of algebra and elementary calculus is assumed; special sessions will cover calculus for students deficient in it.

**205 Macroeconomics for Administration (4) S**

Seminar, three hours. Principal determinants of national income and employment, with emphasis on concepts, tools, and data. Construction of National Income and Product Accounts, classical, Keynesian, and other models, and applications to fiscal and monetary policy instruments.

**206 Manpower Utilization and Labor Relations (4) S**

Seminar, three hours. Policies dealing with an organization's relationship with its individual members and with its organized members. Topics include underlying assumptions of and values expressed by manpower policies, exploration and economic implications of alternative policies, labor organization, collective bargaining, and dispute settlement.

**207 Interpersonal Dynamics (4) F**

Seminar, three hours. Theory and practice devoted to the nature and significance of interpersonal dynamics in organizational and administrative contexts, with the opportunity for the student to enhance awareness of interpersonal style and its impact as well as to develop increased competence. In addition, exercises and simulations are introduced to create an experiential learning climate. Students are asked to participate in experiential learning on a voluntary basis.

**208 Workshop in Administrative Problem-Solving (4) W**

Seminar, three hours. Provides experiential learning opportunities in a generalized case-oriented approach, designed to integrate conceptual-theoretical knowledge and common tools and techniques as required by a problem or task context. Problems drawn from simulated activities, field projects, or other sources. May be repeated once for credit.

**211A-B Seminar in Public Administration (4-4) F, W**

Seminar, three hours. First quarter will survey historical development of the field and introduce the structure and processes of the administration function in government. Second quarter will deal with public policy-making viewed as a primary organizing concept for operationalizing administration processes in government.

**212A-B Seminar in Business Administration (4-4) F, W**

Seminar, three hours. Business organizations, businessmen, environment of and interactions among business organizations. Values, goals and objectives; profit, decision processes, and finance; the various environments, ethics, conflict of interest, and social responsibility; competition and concentration; comparative analysis of business; input-output system.

**213A-B Seminar in Educational Administration (4-4) F, W**

Seminar, three hours. The educational institution as an organization and the role of the administrator therein, with particular emphasis on higher education. Educational policies and policy making, financing of education, the societal context, employment patterns, innovations, current problems and long-range trends.

**221 Advanced Organizational Behavior (4) S**

Seminar, three hours. Covers particular topics in the area of organizational behavior including motivation, leadership, group influences, adaptation and socialization, organizational structure, and communication. Prerequisites: Administration 202A-B or consent of instructor.

**222 Organizational Change (4) F**

Seminar, three hours. Focus is on the processes and technologies for bringing about change in organizations. Emphasizes the rapidly growing body of theory, concepts, and techniques dealing with the ways in which organizations can become more adaptive and meet the challenges of a modern society. Prerequisites: Administration 202A-B or consent of instructor.

**223 Methods of Organizational Research (4) F**

Seminar, three hours. Assists students in developing their critical-analytical skills so that they will know how to criticize published research and theory. Moreover, the course is designed to give students the necessary skills to design their own research effectively. Prerequisites: Administration 202A-B or consent of instructor.

**224 Advanced Operations Research (4) S**

Seminar, three hours. An investigation of mathematical models appropriate for administrative decision making. Topics to be covered include linear, nonlinear and dynamic programming, as well as queuing and other stochastic operations research models. Prerequisite: consent of the instructor.

**225 Statistical Decision Theory (4) S**

Seminar, three hours. Relates Bayesian models to classical models of hypothesis testing and provides unified structure for treating sequential analysis, Markovian decision problems, and dynamic programming.

**226 Human Resources Management (4) W**

Seminar, three hours. Explores topics of interest in the area of manpower utilization and labor relations. Possible areas include public employee relations, issues in collective bargaining, minorities and unions, dispute settlement, and the utilization of minorities in organizations. Prerequisite: Administration 206 or consent of instructor.

**227 Information Systems for Management (4) W**

Seminar, three hours. Issues in managing the design, construction, and operation of computer-based information systems — nature of information systems

for operations control and planning; responsibility and authority for information systems; selection among proposed applications; control of system development activities. Assumes introductory level familiarity with computers and programming.

**251 Managerial Finance (4) W**

Seminar, three hours. Topics include working capital policy, capital budgeting, sources of long term capital, and growth by merger and acquisition. Course will center around a collection of cases. Prerequisite: Administration 203 or consent of instructor.

**252 Money and Capital Markets (4) S**

Seminar, three hours. Roles, characteristics, and policies of institutions such as banks, savings and loans, and insurance companies, and the roles and characteristics of markets such as federal funds, commercial paper, and corporate bonds will be discussed, as will flow of funds and the term structure of interest rates, etc. Prerequisite: Administration 203 or consent of instructor.

**253 Advanced Seminar in Business Administration (4) S**

Seminar, three hours. Further exploration of selected topics from Administration 212A-B. Prerequisites: Administration 212A-B.

**254 Applied Microeconomics (4) W**

Seminar, three hours. Topics include consumer theory (theory of the household), expected utility, welfare economics, general equilibrium of the economy, introduction to externalities and public goods. This course may be taken without the core course "Microeconomics for Administration" and may be taken to fulfill the microeconomic core requirement.

**261 Governmental Systems (4) F**

Seminar, three hours. Structures, processes, interactions, and functions of evolving systems of federal, state, and local government in the U.S. viewed through multidisciplinary perspectives. Current controversies over theories and their underlying social and ideologic bases.

**262 Administration of Urban Service Systems (4) W**

Seminar, three hours. General systems theory applied to understanding and administering governmental and other public urban service systems for housing, education, health, welfare, safety, recreation, development, etc.

**263 Information Systems in Government (4) W**

Seminar, three hours. Design, development, management, and evaluation of urban information systems, with special emphasis on trade-offs among efficiency, effectiveness, privacy, and other key values affected by alternative financing, operating, and control policies.

**264 Community Power (4) F**

Seminar, three hours. Structure, processes, and exercise of power in the community, relevant to the practice of administration. Evaluation of various normative and descriptive theories, testing alternative hypotheses in selected cases within Orange County.

**265 Public Revenue and Expenditure Analysis (4) S**

Seminar, three hours. Evolving concepts and their applications to the development of resources in support of urban service programs and to the allocation of these resources among the array of such programs.

**280 Special Topic Seminars (4-4-4) F, W, S**

Seminar, three hours. Each quarter a number of special topic seminars will be offered under the course numbers 280A-B-C-D-E. . . . These seminars are not sequential and may be repeated for credit providing the topic varies. Examples

of possible topics include: Communication in Organizations, Law and Administration, Real Estate and Housing, Securities Analysis, Health Care Administration.

**298A-B-C Administrative Intern Seminar (4-4-4) F, W, S**

Seminar, three hours. The Administrative Intern Program provides students with an opportunity to put into practice concepts, skills, and tools acquired in other parts of the GSA program. Weekly seminar sessions augment internship experiences with analyses of relevant administrative issues. Intended primarily for second-year M.S. students.

**299 Individual Directed Study (4)**

Individual study under the direction of a selected faculty member. Prerequisite: determined by instructor.



*The class of 1966, first to earn degrees at UCI.*

# College of Medicine

Stanley van den Noort, M.D.

*Dean*

Good health care in its broadest sense — physical, mental, social, and environmental — is recognized as a right in our society. The expanding population with its increasing need for health care requires more physicians in all primary care specialties and subspecialties and a more efficient use of those physicians being trained. The UCI College of Medicine is responsible for providing quality educational programs for medical and health sciences graduate students, medical residents, and practicing physicians. In recognition of the need for better patient care, the College takes the responsibility of developing in its students attitudes of compassion, sympathy, and understanding for patients as individuals within their total environment. In addition, the College is committed to the expansion of medical knowledge through research that emphasizes ways to improve the delivery of patient care, and to community service through increased participation in community-based clinics and teaching programs in affiliated community hospitals, through the improvement of patient access to quality medical care, and through provision of continuing medical education programs for the medical, dental, veterinary, and nursing professions.

The major educational mission of the College of Medicine is to educate physicians in an atmosphere which gives appropriate emphasis to primary and family-oriented care without neglecting a sound foundation in the basic sciences, research, and specialty areas. This particular emphasis is a response to the recognized shortage of primary-care physicians and family practitioners and a relative abundance of subspecialty physicians in certain geographical areas. Medical students need to see common illnesses in the community, and it is the hope of the College of Medicine faculty that many students who have had positive experiences providing primary medical care to patients in the community will be motivated to pursue careers emphasizing this aspect of medical care.

Currently the College of Medicine graduates seventy physicians a year. As of October, 1974, there were 743 medical students, health sciences graduate students, and medical residents in training at the College of Medicine at Irvine. The sixty-three-year-old College was a private medical school until 1965 when it became part of the University of California. It was moved from Los Angeles to the UC Irvine campus in 1968.

## **FACILITIES**

Preclinical instruction at the College of Medicine is conducted in facilities, Medical Surge I and II, on the Irvine campus. The facilities house

the basic medical science departmental offices and research laboratories, student multidisciplinary laboratories, and academic support units such as the medical sciences library, scientific equipment suite, and vivaria.

The Orange County Medical Center, a comprehensive community health care center operated by the County of Orange, is the principal clinical facility of the College of Medicine. The medical faculty of the College of Medicine, together with the medical resident staff, provides the professional care at the center. The center hospital has a capacity of approximately 500 beds. The following services are provided at the center: medicine, surgery, obstetrics and gynecology, pediatrics, psychiatry, family medicine, dentistry, pathology, radiology, and physical medicine and rehabilitation. The center also has cardiac, pediatric, neonatal, respiratory, burn, and general intensive care units.

Other teaching and research programs of the College of Medicine are located at the Long Beach Veterans Administration Hospital, Memorial Hospital Medical Center of Long Beach, the Naval Regional Medical Center, St. Joseph Hospital and Childrens Hospital of Orange County, Fairview State Hospital, and Metropolitan State Hospital.

Future plans for the College of Medicine call for University management of the Orange County Medical Center and its community clinic, an on-campus basic science facility and hospital with an ambulatory care clinic, the Santa Ana Community Clinic, and two small additional primary care clinics in medically underserved areas of Orange County.

Funds for construction of permanent facilities for the College of Medicine were approved with passage of a bond issue in November, 1972.

## **MEDICAL RESIDENCY PROGRAMS**

The College of Medicine offers residency training programs for medical doctors in family medicine, general surgery, internal medicine, neurology, neurological surgery, orthopedic surgery, pathology, pediatrics, pediatric allergy, obstetrics and gynecology, physical medicine and rehabilitation, plastic surgery, dermatology, psychiatry and human behavior, child psychiatry, radiology, thoracic surgery, urology, ophthalmology, and otolaryngology. All programs meet the formal standards of the American Medical Association and the appropriate specialty boards.

## **ADMISSION**

The College of Medicine accepts applicants of all ethnic and racial backgrounds, religious preferences, and both men and women. Minority group students are strongly encouraged to apply. All inquiries should be addressed to the Office of Admissions/Medical Student Affairs, College of Medicine, University of California, Irvine; Irvine, California 92664.

Since the University of California is a state-supported university, definite preference is given to California residents and students applying through the Western Interstate Commission for Higher Education. Qual-

ified nonresidents may apply; however, approximately 95% of each class selected are California residents.

Students are eligible for admission after completing three or four years of college work, providing they have completed the required courses. First-year students are admitted only in July of each year. Candidates for admission to the first-year class in the College must meet the following requirements.

1. The candidate must have completed a four-year high school course, or its equivalent, acceptable for enrollment in the college of letters, arts, and sciences of an accredited university, college, or junior college.

2. The candidate for admission must have completed, with demonstrated superior scholarship record, a minimum of three full years of premedical work; this work must total not less than ninety semester units or an equivalent number of quarter units, and be acceptable for Bachelor's degree credit in an accredited institution of higher learning. The number of units carried is to be the amount necessary to complete the Bachelor's degree requirements in no more than four years. Candidates for admission may submit junior college credit only to the extent granted on transfer to a four-year college or university. For scholarship evaluation, actual letter or numerical grades in courses are highly desirable and are essential in the areas of required subjects. The following minimum specified subjects of premedical work are offered as a guide to the candidate:

	Semester Units	Quarter Units
Chemistry .....	16	24
Must include:		
General Chemistry (Inorganic)		
Organic Chemistry		
Physics .....	8	12
Biology and/or		
Zoology .....	12	18

We recommend, but do not require, that the student take courses in mathematics (through integral calculus), genetics, vertebrate embryology, and physical chemistry.

Premedical students are advised to take advantage of the opportunity for intellectual maturation afforded by a well-rounded liberal arts curriculum. The study of English is of particular importance.

3. The candidate must attain a satisfactory score in the Medical College Admissions Test. The score report for this test must be received by the Admission Office of the College before acceptance may be granted. Inquiries regarding this test should be addressed to the Medical College Admission Test, The American College Testing Program, P.O. Box 451, Iowa City, Iowa 52240.

The latest test which we can accept is the test given in September of the year preceding anticipated admission.

4. A personal interview with a member of an Interview Committee is required of some candidates after preliminary consideration of their application for admission. Letters of recommendation from college professors are invited.

### **Western Interstate Commission for Higher Education**

The College of Medicine participates in the student exchange program of the Western Interstate Commission for Higher Education, under which qualified legal residents of western states without medical schools — Alaska, Arizona, Idaho, Montana, Nevada, and Wyoming — are given a reduction of tuition and fees. To be eligible for this program the student must apply to the WICHE certifying officers in the student's own state. For addresses of certifying officers, write to the Western Interstate Commission for Higher Education, University East Campus, Boulder, Colorado 80304.

### **Procedure for Admission**

The College is a member of the Association of American Medical Colleges Application Service (AMCAS) as of the application year 1972. Requests for applications should be submitted directly to the College.

The College Admissions Committee will review all AMCAS applications and may then request submission of additional material, including letters of recommendation, supplemental transcripts, health history, personal information form, two photographs, and a fee of \$20. No additional material should be submitted until requested by the College.

Applications may be submitted at any time between June 1 and November 15 of the year preceding that into which entrance is desired.

No application for admission will be accepted which does not clearly indicate that all the required subjects will have been completed by the date of entrance. Tentative acceptance may be given, but final acceptance is contingent upon actual evidence of satisfactory completion of courses. Failure to meet this requirement or falsification of information will be grounds for rejection or dismissal.

### **Selection of Candidates**

The fulfillment of scholastic entrance requirements and the ability to pay tuition and other fees do not of themselves constitute a right to study medicine. This privilege is sought by many more applicants than educational facilities can accommodate. The privilege is granted, by action of the Admissions Committee and the Dean, to those who possess, in addition to scholarship, other attributes important in the physician.

## Recommended Acceptance Procedures of the Association of American Medical Colleges

These acceptance procedures have been approved by the Executive Council of the Association of American Medical Colleges upon recommendation of the Committee on Research and Education. Both applicants and schools are responsible for abiding by their spirit.

1. No offer of admission to medical school should be made to an applicant more than one year before entering the course of instruction offered by the medical school.\*
2. When offers are made to applicants, they have not less than two weeks in which to reply.
3. The student who receives an offer prior to February 15 may be required to file within two weeks a statement of intent, or a deposit, or both. The statement of intent should leave the student free to withdraw if accepted by a preferred school; and the deposit, which should not exceed \$100.00, should be refundable without question if the request for refund is made before March 1.
4. Offers made after February 15 may require a reply within two weeks, and also a deposit, not to exceed \$100.00, which may be credited against tuition charges if the student enrolls in the school, and which may be forfeited if the student does not enroll.
5. Each medical school should prepare and distribute to applicants and college advisors a detailed schedule of its application and acceptance procedures and should adhere to this schedule unless it is publicly amended.
6. No medical school should use any device which implies that acceptance of its offer creates a moral obligation to enroll at that school. Applicants are free to deal with other schools and accept an offer from one of them even if a deposit has been paid to another school and must be forfeited. Every accepted applicant does retain under all circumstances an obligation to notify a school promptly if the decision should be not to accept the offer, and to withdraw at once after accepting an offer from another school.
7. Each school is free to make appropriate rules for dealing with accepted candidates who hold, without adequate explanation, one or more places in other schools. These rules should recognize the problems of the student who has multiple offers, and also of those applicants who have not yet been accepted.

---

\*Under special circumstances a school may make an offer more than one year before the expected entrance date to encourage the educational development of the student, but all such offers should state explicitly that the student is completely free to apply to other schools at the usual time.

## Notice of Appointment

The Dean of the College will notify the candidate of an appointment as soon as the application has been acted upon by the Admissions Committee. Written acceptance of the appointment, accompanied by an acceptance fee of \$50.00, must be sent to the College within two weeks after receipt of the notice of appointment. This fee will be applied against the University registration fee for the first quarter. Should an applicant accept admission and then decide to withdraw prior to March 1 of the year of anticipated admission, this fee will be refunded; after that date no refund shall be made. This is in keeping with the recommendations of the Association of American Medical Colleges.

## MEDICAL CURRICULUM

The faculty of the College of Medicine has recently reorganized the curriculum, providing a dynamic medical curriculum responsive to the progress of medicine and the society it serves. The revised curriculum is a key element in the medical care-medical education system designed by the College of Medicine to give new emphasis to primary-care specialties and to continuity of health care.

Academically qualified students may shorten the four years of medical education to complete the curriculum in three calendar years. Students also may extend the required first year to two years. This latter option is advantageous to students who wish to pursue an M.D./Ph.D. program, to students with educational deficiencies, and to members of allied health professions seeking entry into medical education.

### Preclinical Core

The first four quarters of the curriculum are devoted to the principles of human biology. The next two quarters deal with preclinical subjects, introduction to the clinical setting, and a study of the mechanisms of disease. The following six quarters are devoted to required clinical clerkships. The fourth year consists of three quarters of elective courses and clerkships.

The first two quarters of the first year are devoted to the subjects of biochemistry, anatomy, and human behavior. Anatomy includes specific courses in gross anatomy, embryology, histology, and neuroanatomy. The next two quarters include studies in physiology, medical microbiology, and pathology.

The first six weeks of the fifth quarter are a vacation period. The remainder of the quarter and all of the sixth quarter are devoted to pharmacology, community and environmental medicine, mechanisms of disease, examination of the patient, and introductions to medicine and surgery.

A detailed description of preclinical courses follows:

#### Anatomy

Studies of the gross and microscopic morphology of the human body by means of lectures, histology laboratories, and dissection are augmented by

appropriate radiographic films. Morphology and function are interrelated throughout the course of study. The fundamentals of genetics and embryology are included.

#### **Biochemistry**

The fundamentals of classical and molecular biochemistry are covered, including the structure, function, and biosynthesis of macromolecules, metabolic interrelations and control mechanisms, and biochemical genetics. The application of recent advances in knowledge of the molecular basis of cell function to disease states (their diagnosis, prevention, and treatment) is also presented.

#### **Human Behavior**

Lectures and demonstrations introduce the medical student to the basic science aspects of psychiatry and human behavior. These range from neurochemistry and psychopharmacology to the anatomy and physiologic substrates of human behavior. Other aspects of the course deal with normal and abnormal behavior, definition of mental health and mental illness, and studies of the family, social groups, social dynamics, sexual behavior, sleep, and drug abuse. Anthropological aspects are considered, as are current theories of the biochemical basis of depression and schizophrenia.

#### **Physiology**

The course consists of lectures, tutorials, audio tapes, computer based instruction, and laboratory exercises. The material presented covers vertebrate physiology with emphasis on man and on the relationship between the function of normal tissues and the processes of disease.

#### **Medical Microbiology and Immunology**

The biology of human microbial flora and the flora of selected aspects of the environment are presented. Emphasis is placed on those unique aspects of microbial structures and organization, metabolism, regulation, and genetics which contribute to pathogenicity, to dissemination and its control, and to the susceptibility of these organisms to antimicrobial agents as well as to the host defense mechanisms.

#### **General Systemic and Clinical Pathology**

Disease mechanisms are correlated with practical laboratory work; theoretical aspects of clinical pathology provide a view of disease mechanisms. The various disciplines are amalgamated so that the student will think of disease as a dynamic process which affects the organism at molecular, cellular, tissue, and organ levels.

#### **Mechanisms of Disease**

The course is designed to instruct the student in the basic mechanisms and manifestations of disease. During the fifth and sixth quarters, the organ system approach is utilized with the following emphasis: basic mechanisms and manifestations of disease – 80%; review of pertinent anatomy and physiology – 10%; therapeutic considerations – 10%.

#### **Community and Environmental Medicine**

The course material in community medicine includes the methodology of health and medical care systems with emphasis on preventive medicine. Environmental medicine deals with the effects of toxic substances, occupational hazards, environmental pollution, and radiation. Experience with diseases of environmental origin, such as air pollution and industrial exposure affecting ear, eye, skin, blood, lung, heart, or skeletal systems, will be provided in relevant specialty clinics and industrial medical clinics.

#### **Medical Pharmacology**

The preclinical course in pharmacology deals with the various drug groups used for the specific or symptomatic therapy of disease states. Emphasis is on

the mechanism of action of drugs at the organ or system level and the level at which physicians use drugs. However, fundamental mechanisms are presented at whatever depth will be helpful to the physician. Teaching methods include lectures, demonstrations and laboratories which demonstrate pharmacological principles and drug actions. These basic methods are supplemented with small group discussion sessions, audio-visual aids, and computer-programmed instruction. Medical students may utilize elective quarters for further in-depth training and research experience in pharmacology and toxicology.

#### **Examination of Patient**

The course is designed to give the student basic instruction and experience in the elements of physical diagnosis. Students are assigned to an instructor in groups of three, and meet five times a week for seven weeks. The course consists of a series of sessions with patients devoted to individual components of the physical examination.

#### **Introduction to Surgery**

The course prepares students for maximum benefit from the basic surgical course by orienting them to the method, approach, and history of surgery and to specific surgical problems. This course enables the senior faculty to interact directly with students before they are assigned to the wards.

#### **Principles of Surgery**

Students are introduced to aseptic technique and receive instruction in rudimentary surgical skills such as suturing lacerations, starting an intravenous infusion, and establishing a pulmonary airway. Techniques are developed in both the surgical laboratory and the operating room. The aim is to provide exposure to the types of procedures most commonly encountered.

#### **Introduction to Medicine**

The course is designed to introduce the student to ward operations and history taking. Students are matched to an instructor in groups of three. Sessions alternate between individual patient work-ups (complete history, physical examination, write-up, routine laboratory examination, and differential diagnosis) and group discussion of the patients worked up the previous day.

### **Clinical Clerkships and Electives**

Six quarters devoted to clinical clerkships are taken during the seventh through twelfth quarters. Clinical experiences are provided in medicine, surgery, clinical neurosciences and psychiatry, pediatrics and human development, gynecology and obstetrics, anesthesiology, physical medicine and rehabilitation, family medicine, radiology, and pathology. Clerkships may be taken in any order, but students will have an opportunity to take a six-week vacation period during the quarter they study radiology and pathology. With the exception of radiology and pathology, a portion of the clinical experiences in each of these clerkships will emphasize primary care as well as continuity of care.

During the fourth year of medical education, there are three quarters of elective courses and one quarter of vacation. Any department of the College of Medicine may offer elective courses, but students must take at least eight weeks of surgery or surgically related subjects and at least eight weeks of medicine or medically related subjects. Additional electives available include basic sciences electives, independent study and research electives, and other College of Medicine departmental electives.

With the consent of the student's advisor and the Dean, the student may take a course offered by other schools on the Irvine campus. A student may take a particular elective only once.

A detailed description of clinical clerkships follows:

**Medicine**

Both patients and outpatients are studied under appropriate supervision. Whenever possible, students follow the same patients over an extended period of time, enabling them to develop an understanding of the course of an illness and its effect on the patients and their families. The major thrust of this quarter is to provide instruction in the careful, analytical approach to diagnosis and rational, compassionate therapy.

**Surgery**

Students study both outpatients (including those in the emergency room) and inpatients. This clerkship emphasizes diagnosis, pathophysiology, and general approaches to the treatment of surgical patients, including the special problems of mass casualties. The student becomes an integral part of the surgical team.

**Pediatrics and Human Development**

This includes instruction in the management and nutrition of normal and sick infants and children; relationships with parents and other family members; normal development of the baby into childhood and adolescence; diagnosis of developmental defects; general approaches to treatment and rehabilitation; common infections predominant in infancy and childhood; and peculiarities of the effects of medication in children. Factors promoting optimum development and health in childhood are emphasized.

**Psychiatry and Clinical Neurosciences**

During this quarter, each student's study of patients under supervision provides opportunities to learn about normal and abnormal human behavior. Students learn interrelationships between psychological and physiological processes in both "functional" and organic disease. The neurological evaluation of patients, the pathophysiology and anatomic correlates, and the medical and surgical management of brain, nerve, and muscle disease are taught by the clinical neuroscience curricular group.

**Obstetrics and Gynecology/Anesthesiology/Physical Medicine and Rehabilitation**

A portion of this quarter is devoted to a patient-centered clinical experience during which obstetrical and gynecological inpatients and outpatients are assigned to medical students. Whenever possible, students study the same patient over a period of time. Students learn the scientific basis of gynecology and obstetrics, including reproductive physiology, anatomy, fetal physiology, and pathology. They have the opportunity to learn by practical experience the management of normal and abnormal pregnancy and delivery. Instruction is given in office and surgical gynecology.

In addition, instruction and supervised participation in techniques of anesthesia are provided together with didactic material on the mechanisms and effects of all forms of anesthesia.

Another portion of the quarter is devoted to physical medicine and rehabilitation. Students are assigned patients who are in an active rehabilitation program. Instruction is provided in the various physical techniques of rehabilitation and in the psychosocial factors which prominently affect this process.

**Pathology/Radiology**

For three weeks of this clinical experience, students are introduced to the study of disease processes from the pathologist's viewpoint. This course provides the major opportunity in the core curriculum for all medical students to study anatomical pathology, surgical pathology, clinical laboratory pathology, and forensic pathology in a clinical setting. Interactions between pathology, tumor immunology, dermato-pathology, cytology, neuropathology, medical jurisprudence, and forensic pathology are demonstrated.

An additional three weeks are devoted to the study of the potential of radiological sciences in diagnosis and therapy. The contribution of radiological sciences to all other medical specialties is shown through diagnostic and therapeutic use of radioisotopes, radio-opaque media, arteriography, ultrasound, and various sources of radiation. Problems of mass radiation injury will be studied.

**Family Medicine**

The training ground for this clerkship will be the comprehensive care clinic at the Orange County Medical Center. The clinic meets three afternoons per week, and faculty members are responsible for the supervision of students attending. Students see patients in an outpatient setting which offers the full spectrum of family practice. Each student will be trained in patient interview techniques, recordkeeping, physical examinations, and prescription writing.

**COLLEGE OF MEDICINE FACULTY**

- Stanley van den Noort, M.D. Harvard Medical School, *Dean of the College of Medicine and Professor of Medicine (Neurology)*
- Alan H. Adams, M.D. Northwestern Medical School, *Assistant Adjunct Professor of Medicine (Neurology)*
- Ragnar N. Amlie, M.D., Ch.B. University of Birmingham (England), M.D. University of Oslo, *Clinical Instructor of Pediatrics*
- Janet A. Anderson, Ph.D. Case Western Reserve, *Assistant Adjunct Professor of Medicine (Hematology/Neurology)*
- Raymond C. Anderson, M.D. University of Rochester School of Medicine, *Chairman and Associate Professor of Family Medicine*
- James E. Anhalt, M.D. University of Tennessee College of Medicine, *Assistant Clinical Professor of Family Medicine*
- Stuart M. Arfin, Ph.D. Albert Einstein College of Medicine, *Assistant Professor of Biological Chemistry*
- Steven A. Armentrout, M.D. University of Chicago, *Associate Professor of Medicine (Hematology) and Chief of Hematology*
- Wilbert S. Aronow, M.D. Harvard Medical School, *Associate Professor of Medicine (Cardiology) in Residence and Community & Environmental Medicine*
- Edward R. Arquilla, M.D., Ph.D. Western Reserve University School of Medicine, *Chairman of Pathology, Professor of Pathology, Medical Pharmacology & Therapeutics, and Molecular Biology & Biochemistry*
- Roland M. Atkinson, Jr., M.D. Stanford University School of Medicine, *Assistant Professor of Psychiatry & Human Behavior*
- Kenneth M. Baldwin, Ph.D. University of Iowa, *Assistant Professor of Physiology*

- Robert H. Bartlett, M.D. University of Michigan, *Associate Professor of Surgery*
- J. Edward Berk, M.D. Jefferson Medical College, D.Sc. University of Pennsylvania, *Professor of Medicine (Gastroenterology) and Chief of Gastroenterology*
- Arnold Binder, Ph.D. Stanford University School of Medicine, *Professor of Psychology, Social Ecology, and Psychiatry & Human Behavior*
- Isabel M. Birnbaum, Ph.D. University of California, Berkeley, *Associate Professor of Psychiatry & Human Behavior and Social Science*
- Ralph E. Bodfish, M.D. Emory University School of Medicine, *Assistant Dean, Veterans Administration Hospital, Long Beach and Clinical Professor of Radiological Sciences*
- Peter T. Borgia, Ph.D. University of Illinois, *Acting Instructor of Medical Microbiology*
- Warren L. Bostick, M.D. University of California, San Francisco, *Professor of Pathology*
- Jack Brook, M.D. New York Medical College, *Associate Adjunct Professor of Medicine (Hematology)*
- Selma B. Brown, M.S.W. Smith College, *Lecturer in Social Work (Psychiatry & Human Behavior)*
- John W. Budd, M.D. University of Iowa, *Clinical Professor of Pathology*
- Alfred A. Buerger, Ph.D. Cornell University, *Assistant Professor of Physical Medicine & Rehabilitation (Neurophysiology) and Physiology*
- Alan R. Bures, M.D. Indiana University School of Medicine, *Assistant Clinical Professor of Medicine (Cardiology)*
- Robert Buster, M.D. University of California, Irvine, California College of Medicine, *Clinical Instructor of Medicine*
- Justin D. Call, M.D. University of Utah College of Medicine, *Professor of Psychiatry & Human Behavior*
- Berry Campbell, Ph.D. Johns Hopkins University, *Professor of Physiology*
- F. Carlene Campbell, R.N., *Lecturer in Pediatrics*
- Jean E. Carlin, M.D., Ph.D. University of Minnesota School of Medicine, *Executive Associate Dean and Assistant Clinical Professor of Psychiatry & Human Behavior*
- John Cassidy, M.D. University of Montpellier (France), *Assistant Adjunct Professor of Medicine (Cardiology)*
- Thomas C. Cesario, M.D. University of Wisconsin Medical School, *Assistant Professor of Medicine (Infectious Disease)*
- Morton Civen, Ph.D. Harvard University, *Assistant Adjunct Professor of Physiology*
- Jeffrey L. Clark, Ph.D. University of Chicago, *Assistant Professor of Biological Chemistry and Molecular Biology & Biochemistry*
- Harry B. Cohen, Ph.D. McGill University, *Assistant Professor of Psychiatry & Human Behavior in Residence*
- Manley Cohen, M.B., B.Ch. University of Witwaterstrand, *Assistant Adjunct Professor of Medicine (Gastroenterology)*
- Jay B. Cohn, M.D. Yale University School of Medicine, *Clinical Professor of Psychiatry & Human Behavior*

- Robert C. Combs, M.D. University of California, San Francisco, *Associate Dean of Continuing Medical Education and Graduate Medical Education, and Clinical Professor of Surgery*
- John E. Connolly, M.D. Harvard Medical School, *Chairman and Professor of Surgery (General/Thoracic)*
- Thomas J. Crawford, Ph.D. Harvard University, *Associate Professor of Psychiatry & Human Behavior and Social Ecology*
- T. Timothy Crocker, M.D. University of California, San Francisco, *Chairman and Professor of Community & Environmental Medicine and Professor of Social Ecology*
- B. Dwight Culver, M.D. Stanford University School of Medicine, *Associate Clinical Professor of Community & Environmental Medicine (Industrial Medicine)*
- Dennis D. Cunningham, Ph.D. University of Chicago, *Associate Professor of Medical Microbiology*
- Angelo E. Dagradi, M.D. Long Island College of Medicine, *Professor of Medicine (Gastroenterology) in Residence*
- Edward R. Dana, M.D. Johns Hopkins University School of Medicine, *Associate Clinical Professor of Radiological Sciences and Medicine*
- Alvin Davis, M.D. Yale University School of Medicine, *Associate Adjunct Professor of Medicine (Infectious Disease)*
- Daniel B. Davis, Ph.D. State University of New York, Buffalo, *Acting Instructor of Medical Microbiology*
- Earle A. Davis, Jr., Ph.D. University of Illinois, *Lecturer in Anatomy*
- Lyle C. Dearden, Ph.D. University of Utah, *Associate Professor of Anatomy and Radiological Sciences*
- Don R. De Feo, M.D. University of California, Irvine, California College of Medicine, *Assistant Clinical Professor of Surgery (Neurological)*
- Mihai C. Demetrescu, Ph.D. Romania, *Assistant Professor of Physiology in Residence*
- Geraldine Dettman, Ph.D. University of California, Irvine, *Assistant Adjunct Professor of Radiological Sciences*
- Wayne Dooley, M.D. California College of Medicine, *Lecturer in Physical Medicine & Rehabilitation*
- Kenneth W. Dumars, M.D. University of Colorado School of Medicine, *Associate Professor of Pediatrics and Physical Medicine & Rehabilitation*
- Robert W. Earle, Ph.D. University of Southern California, *Senior Lecturer in Medical Pharmacology & Therapeutics*
- Jack I. Eisenman, M.D. California College of Medicine, *Associate Professor of Radiological Sciences in Residence*
- Rudolf Ekstein, Ph.D. University of Vienna, *Lecturer in Psychiatry & Human Behavior*
- Henry W. Elliott, M.D. University of California, San Francisco, Ph.D. Stanford University, *Chairman and Professor of Medical Pharmacology & Therapeutics and Professor of Community & Environmental Medicine and Lecturer in Surgery (Anesthesiology)*
- Phillip M. Evanski, M.D. Western Reserve, *Assistant Professor of Surgery (Orthopedic)*

- Alan S. Fairhurst, Ph.D. University of Liverpool, *Associate Professor and Vice Chairman of Medical Pharmacology & Therapeutics*
- Ronald D. Fairshter, M.D. University of Missouri, *Assistant Adjunct Professor of Medicine (Pulmonary)*
- Bertram F. Felsher, M.D. University of California, San Francisco, *Assistant Professor of Medicine (Gastroenterology) in Residence*
- John J. Flynn, M.D. Creighton University School of Medicine, *Clinical Instructor of Radiological Sciences*
- Eldon L. Foltz, M.D. University of Michigan Medical School, *Professor of Surgery (Neurosurgery) and Chief of Neurological Surgery*
- Suzie W. Fong, M.D. University of California, San Francisco, *Associate Professor of Pediatrics*
- Glenn W. Fowler, M.D. Louisiana State University School of Medicine, *Assistant Professor of Pediatrics*
- Richard P. Fox, M.D. University of Cincinnati College of Medicine, *Assistant Adjunct Professor of Psychiatry & Human Behavior*
- Louis Fridhandler, Ph.D. McGill University, *Associate Adjunct Professor of Medicine (Biochemistry)*
- Joyce K. Friedmann, Ph.D. University of Florida, *Assistant Professor of Psychiatry & Human Behavior in Residence*
- David W. Furnas, M.D. University of California, San Francisco, *Professor of Surgery (Plastic) and Chief of Plastic Surgery*
- Stanley Galant, M.D. University of California, San Francisco, *Assistant Professor of Pediatrics*
- Clement C. Garrett, M.D. California College of Medicine, *Assistant Clinical Professor of Physical Medicine & Rehabilitation*
- Alan B. Gazzaniga, M.D. Harvard Medical School, *Associate Professor of Surgery*
- Gilbert L. Geis, Ph.D. University of Wisconsin, *Professor of Psychiatry & Human Behavior and Social Ecology*
- John C. German, M.D. University of California, Irvine, California College of Medicine, *Assistant Professor of Surgery (Pediatric) in Residence*
- Roland A. Giolli, Ph.D. University of California, Berkeley, *Professor of Anatomy*
- Frederick L. Glauser, M.D. Hahnemann Medical College, *Assistant Professor of Medicine (Pulmonary)*
- Gordon G. Globus, M.D. Tufts University School of Medicine, *Associate Professor of Psychiatry & Human Behavior and Social Science*
- Arthur I. Goldstein, M.D. Albert Einstein College of Medicine, *Assistant Professor of Obstetrics & Gynecology*
- Helen R. Gottschalk, M.D. Washington University School of Medicine, *Assistant Clinical Professor of Medicine (Dermatology)*
- Louis A. Gottschalk, M.D. Washington University School of Medicine, *Chairman and Professor of Psychiatry & Human Behavior, Professor of Social Ecology and Social Sciences*
- James H. Graham, M.D. Medical College of Alabama, *Professor of Medicine (Dermatology) and Pathology and Chief of Dermatology*
- Gale A. Granger, Ph.D. University of Washington, *Professor of Immunology*

- Gerald R. Greene, M.D. University of Southern California, *Assistant Adjunct Professor of Pediatrics*
- Gerald A. Greenhouse, Ph.D. City University of New York, *Assistant Professor of Anatomy*
- Forest J. Grunigen, M.D. California College of Medicine, *Clinical Professor of Surgery (Urology) and Special Assistant to the Dean*
- John A. Guido, M.D. Chicago Medical School, *Assistant Adjunct Professor of Psychiatry & Human Behavior*
- Paul V. Gustafson, M.D. University of Nebraska, *Assistant Clinical Professor of Psychiatry & Human Behavior*
- Grant Gwinup, M.D. University of Colorado, *Professor of Medicine (Endocrinology) and Chief of Endocrinology*
- Emily N. Hackler, R.N. *Lecturer in Nursing (Physical Medicine & Rehabilitation)*
- Ridha A. Hajjar, M.B., Ch.B. Baghdad Medical College, *Adjunct Instructor of Medicine*
- Peter F. Hall, M.D. University of Sydney, Ph.D. University of Utah, *Chairman of Physiology and Professor of Physiology and Reproductive Physiology*
- Ann E. Hamilton, M.D. Boston University College of Medicine, *Assistant Professor of Pathology*
- Judith A. Harrison, M.D. University of California, San Francisco, *Assistant Clinical Professor of Radiological Sciences*
- G. Wesley Hatfield, Ph.D. Purdue University, *Associate Professor of Medical Microbiology*
- Jon F. Heiser, M.D. Western Reserve University, *Assistant Adjunct Professor of Psychiatry & Human Behavior*
- Harold C. Hodge, Ph.D. State University of Iowa, *Professor of Community & Environmental Medicine (Toxicology) in Residence*
- Walter M. Holmes, Ph.D. University of Tennessee, *Acting Instructor of Medical Microbiology*
- Solon B. Holstein, Ph.D. University of Mississippi, *Assistant Adjunct Professor of Psychiatry & Human Behavior (Medical Psychology)*
- Joyce R. Hostetler, R.N., *Lecturer in Nursing*
- Edward B. Houghtaling, M.D. California College of Medicine, *Assistant Clinical Professor of Physical Medicine & Rehabilitation*
- E. Wayne Hull, Ph.D. University of California, Berkeley, *Lecturer in Biological Chemistry*
- Robert F. Huxtable, M.D. University of Southern California, *Associate Professor of Pediatrics*
- Leroy Hyde, M.D. Cornell University Medical College, *Clinical Professor of Medicine (Pulmonary)*
- Kenneth H. Ibsen, Ph.D. University of California, Los Angeles, *Associate Professor of Biological Chemistry and Molecular Biology & Biochemistry*
- Lloyd T. Iseri, M.D. Wayne University College of Medicine, *Professor of Medicine (Cardiology)*
- Norman R. Jaffe, Ph.D. University of Florida, *Assistant Professor of Anatomy in Residence*

- Oscar Janiger, M.D. California College of Medicine, *Lecturer in Psychiatry & Human Behavior*
- Elmer R. Jennings, M.D. Wayne State University, *Clinical Professor of Pathology and Assistant Dean at Memorial Hospital Medical Center of Long Beach*
- Ronald Jevning, Ph.D. Stanford University, *Clinical Instructor of Medicine (Biophysics)*
- George L. Juler, M.D. Loma Linda University School of Medicine, *Assistant Adjunct Professor of Surgery*
- Robert M. Julien, Ph.D. University of Washington, *Assistant Clinical Professor of Medical Pharmacology & Therapeutics*
- Marvin S. Kaplan, M.D. University of Illinois College of Medicine, *Assistant Professor of Surgery*
- Milton T. Kaplan, Ph.D. University of Southern California, *Assistant Professor of Medical Microbiology*
- Steven L. Karassik, M.D. University of Ottawa, *Assistant Adjunct Professor of Medicine (Dermatology)*
- Deryck Kent, M.D. Loma Linda University School of Medicine, Ph.D. University of California, Los Angeles, *Assistant Adjunct Professor of Obstetrics & Gynecology*
- Herbert Kent, M.D. Royal College of Physicians and Surgeons (British Isles), *Associate Clinical Professor of Physical Medicine & Rehabilitation*
- John R. Kent, M.D. University of California, San Francisco, *Associate Adjunct Professor of Medicine (Endocrinology)*
- David T. Kingsbury, Ph.D. University of California, San Diego, *Assistant Professor of Medical Microbiology*
- Robert I. Kohut, M.D. University of Chicago School of Medicine, *Professor of Surgery (Otolaryngology) and Chief of Otolaryngology*
- Norio Kokka, Ph.D. University of California, Berkeley, *Assistant Professor of Medical Pharmacology & Therapeutics*
- Joel T. Kotin, M.D. Tufts University School of Medicine, *Assistant Adjunct Professor of Psychiatry & Human Behavior*
- John C. Kramer, M.D. University of California, San Francisco, *Associate Professor of Psychiatry & Human Behavior and Medical Pharmacology & Therapeutics*
- Stuart M. Krassner, Sc.D. Johns Hopkins School of Public Health, *Professor of Medical Microbiology*
- John A. Kusske, M.D. University of California, San Francisco, *Assistant Professor of Surgery (Neurological) in Residence*
- Jerre L. Lender, Jr., Ph.D. Ohio State University, *Assistant Adjunct Professor of Pediatrics*
- Linda G. Lenthall, M.D. University of Southern California, *Assistant Adjunct Professor of Medicine*
- Irving H. Leopold, M.D., D.Sc. University of Pennsylvania, *Professor of Surgery (Ophthalmology) and Chief of Ophthalmology*
- Ronald D. Levin, M.D. Chicago Medical School, *Assistant Clinical Professor of Physical Medicine & Rehabilitation*

- George A. Limbeck, M.D. University of Washington, *Associate Professor of Pediatrics*
- Fred Linder, M.D. University Nacional Autonoma, *Lecturer in Psychiatry & Human Behavior*
- Frederic C. Ludwig, M.D. Tubingen (Germany), D.Sc. Sorbonne (France), *Professor of Pathology and Radiological Sciences*
- Ronald D. Lunceford, Ph.D. U.S. International University, *Lecturer in Psychiatry & Human Behavior (Sociology)*
- Robert L. Lundak, Ph.D. University of California, Irvine, *Assistant Professor of Pediatrics in Residence*
- Kenneth P. Lyons, M.D. Creighton University School of Medicine, *Assistant Professor of Radiological Sciences in Residence*
- Elvin Mackey, Jr., M.D. Howard University, *Assistant Professor of Psychiatry & Human Behavior*
- James H. Mahnke, M.D. University of Washington School of Medicine, *Associate Dean of Medical Student Affairs and Assistant Professor of Surgery (Neurological)*
- Marguerite Markarian, M.D. Hahnemann Medical College, *Associate Adjunct Professor of Pediatrics*
- Mark G. Markowitz, M.D. University of Louisville, *Assistant Adjunct Professor of Psychiatry & Human Behavior*
- Donald C. Martin, M.D. University of British Columbia Faculty of Medicine, *Professor of Surgery (Urology) and Chief of Urology*
- Scott E. Martin, Ph.D. Kansas State University, *Acting Instructor of Medical Microbiology*
- James H. McClure, M.D. Ohio State University College of Medicine, *Professor of Obstetrics & Gynecology*
- James L. McGaugh, Ph.D. University of California, Berkeley, *Vice Chancellor – Academic Affairs and Professor of Psychiatry & Human Behavior and Psychobiology*
- Frederick L. McGuire, Ph.D. New York University, *Associate Professor of Psychiatry & Human Behavior in Residence*
- Calvin S. McLaughlin, Ph.D. Massachusetts Institute of Technology, *Professor of Biological Chemistry*
- William C. McMaster, M.D. Case Western Reserve, *Assistant Clinical Professor of Surgery (Orthopedic)*
- Don R. Miller, M.D. University of Kansas Medical School, *Professor of Surgery*
- Eric N.C. Milne, M.D., Ph.D. Edinburgh University, *Chairman and Professor of Radiological Sciences*
- Khosrow S. Mirahmadi, M.D. Tehran University School of Medicine, *Assistant Adjunct Professor of Medicine (Renal)*
- Don S. Miyada, Ph.D. Michigan State University, *Assistant Adjunct Professor of Pathology and Biological Chemistry*
- Houchang D. Modanlou, M.D. University of Rome, *Assistant Adjunct Professor of Pediatrics*
- Kivie Moldave, Ph.D. University of Southern California, *Chairman and Professor of Biological Chemistry*
- John T. Monahan, Ph.D. Indiana University, *Assistant Professor of Social Ecology and Psychiatry & Human Behavior*

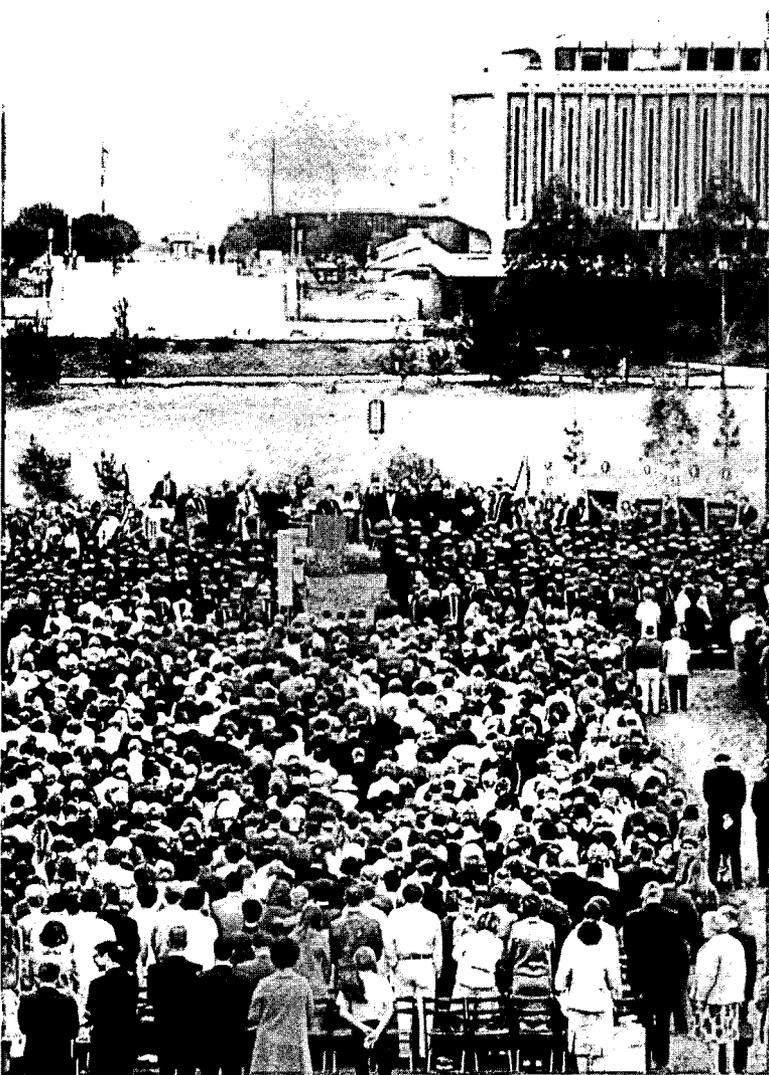
- Gilbert C. Morrison, M.D. Tulane University School of Medicine, *Associate Clinical Professor of Psychiatry & Human Behavior*
- Mortimer E. Morton, M.D. University of Southern California, Ph.D. University of California, Berkeley, *Associate Clinical Professor of Radiological Sciences*
- H. David Mosier, M.D. Johns Hopkins University School of Medicine, *Professor of Pediatrics*
- Gene R. Moss, M.D. State University of New York, Syracuse, *Assistant Adjunct Professor of Psychiatry & Human Behavior*
- Harris S. Moyed, Ph.D. University of Pennsylvania, *Associate Dean of Academic Affairs and Professor of Medical Microbiology*
- Barbara K. Muller, B.S. University of California, San Francisco, *Assistant Clinical Professor of Pediatrics and Physical Medicine & Rehabilitation*
- Allen K. Murray, Ph.D. Michigan State University, *Assistant Adjunct Professor of Pediatrics (Biochemical Genetics)*
- George S. Nakai, M.D. University of Utah College of Medicine, *Associate Adjunct Professor of Medicine (Hematology)*
- Robert M. Nakamura, M.D. Temple University School of Medicine, *Adjunct Professor of Pathology*
- German Navarro, M.D. Universidad Nacional (Columbia), Ph.D. University of California, San Francisco, *Assistant Clinical Professor of Medical Pharmacology & Therapeutics*
- Christine A. Nelson, M.D. University of Wisconsin Medical School, *Assistant Clinical Professor of Pediatrics*
- Thomas L. Nelson, M.D. University of California, San Francisco, *Chairman and Professor of Pediatrics, Lecturer in Psychiatry & Human Behavior*
- Ernest P. Noble, M.D. Western Reserve University, Ph.D. Oregon State University, *Professor of Psychiatry & Human Behavior, Medical Pharmacology & Therapeutics and Psychobiology*
- Ronald Okun, M.D. University of California, San Francisco, *Associate Professor of Medical Pharmacology & Therapeutics*
- Bernard J. O'Loughlin, M.D. Creighton University School of Medicine, Ph.D. University of Minnesota, *Professor of Radiological Sciences*
- Michael E. Orlowksi, Ph.D. Indiana University, *Acting Instructor of Medical Microbiology*
- Jerry L. Osborne, Ph.D. University of California, Davis, *Assistant Professor of Physiology*
- J. Blair Pace, M.D. Rush Medical College, *Associate Clinical Professor of Family Medicine*
- Fred H. Paseman, M.A. University of California, Los Angeles, *Lecturer in Biological Chemistry*
- Victor Passy, M.D. California College of Medicine, *Associate Clinical Professor of Surgery (Otolaryngology)*
- E. Mansell Pattison, M.D. University of Oregon Medical School, *Associate Professor of Psychiatry & Human Behavior, Social Ecology, and Social Science*
- John Paznokas, Ph.D. St. Louis University School of Medicine, *Acting Instructor of Medical Microbiology*

- Mary C. Peduzzi, R.N., *Lecturer in Pediatrics (Nursing)*
- Daniel Pelot, M.D. Howard University School of Medicine, *Assistant Professor of Medicine (Gastroenterology)*
- Julius Peters, Ph.D. University of California, Riverside, *Acting Instructor of Medical Microbiology*
- Robert I. Pfeffer, M.D. Harvard Medical School, *Assistant Professor of Medicine (Neurology) in Residence*
- Robert F. Phalen, Ph.D. University of Rochester, *Assistant Adjunct Professor of Community & Environmental Medicine and Medical Pharmacology & Therapeutics*
- Donald E. Pinder, M.D. California College of Medicine, *Clinical Professor of Anatomy*
- Hubert C. Pirkle, M.D. Indiana University, *Associate Professor of Pathology*
- Dennis Piszkiwicz, Ph.D. University of California, Santa Barbara, *Assistant Professor of Biological Chemistry*
- Robert W. Porter, M.D., Ph.D. Northwestern University Medical School, *Professor of Surgery (Neurological) in Residence*
- Ravi Prakash, M.B., B.S. All India Institute of Medical Sciences, *Assistant Adjunct Professor of Medicine (Cardiology)*
- Henry W. Pribram, M.B., B.Ch. Cambridge University (England), *Professor of Radiological Sciences*
- Ralph E. Purdy, Ph.D. University of California, Los Angeles, *Assistant Professor of Medical Pharmacology & Therapeutics*
- Leslie G. Quinlivan, M.D., F.R.C.S., F.R.C.O.G. University of London, *Professor of Obstetrics & Gynecology*
- Donald J. Raidt, Ph.D. University of Kansas, *Assistant Professor of Medical Microbiology*
- Thomas J. Rankin, M.D. University of Cincinnati, *Lecturer in Medicine*
- Eugene H. Ratajczak, D.S.W. Catholic University of America, *Associate Clinical Professor of Psychiatry & Human Behavior*
- John Ravera, M.D. St. Louis University School of Medicine, *Assistant Professor of Surgery (Urology) in Residence*
- Louis Recher, M.D. University of Basel, *Associate Clinical Professor of Pathology*
- Frederick Reines, Ph.D. New York University, *Professor of Radiological Sciences and Physics*
- Michael Reynolds, M.D. Johns Hopkins University School of Medicine, *Assistant Professor of Medicine (Rheumatology) in Residence*
- Harry E. Rice, M.D. Loma Linda University School of Medicine, *Assistant Clinical Professor of Medicine (Cardiology) and Physical Medicine & Rehabilitation*
- Stanley M. Rosen, M.B., Ch.B. University of Leeds (England), *Associate Professor of Medicine (Renal) and Chief of Renal Diseases*
- Mathew Ross, M.D. Tufts University School of Medicine, *Clinical Professor of Psychiatry & Human Behavior*
- Ralph W. Rucker, M.D. Northwestern University Medical School, *Assistant Adjunct Professor of Pediatrics*
- Jon F. Sassin, M.D. St. Louis University School of Medicine, *Associate Professor of Medicine (Neurology)*

- Donald W. Schafer, M.D. University of Cincinnati College of Medicine, *Associate Clinical Professor of Psychiatry & Human Behavior*
- Earlene M. Scharping, R.N., *Lecturer in Pediatrics (Nursing)*
- Ronald C. Shank, Ph.D. Massachusetts Institute of Technology, *Associate Professor of Toxicology, Community & Environmental Medicine, and Medical Pharmacology & Therapeutics*
- Donald R. Simpson, Ph.D. University of Kansas, *Acting Instructor of Medical Microbiology*
- Jack Sklansky, Eng. Sc.D. Columbia University, *Professor of Radiological Sciences (Engineering) and Engineering*
- Walter R. Skowsky, M.D. Albany Medical College, *Assistant Professor of Medicine (Endocrinology) in Residence*
- Charles A. Sondhaus, Ph.D. University of California, Berkeley, *Associate Professor of Radiological Sciences*
- Donald R. Sperling, M.D. Yale School of Medicine, *Vice Chairman and Associate Professor of Pediatrics and Radiological Sciences*
- Wendell M. Stanley, Jr., Ph.D. University of Wisconsin, *Associate Professor of Biochemistry*
- Arnold Starr, M.D. New York University School of Medicine, *Professor of Medicine (Neurology), Chief of Neurology, and Professor of Psychobiology*
- Herbert G. Steger, Jr., Ph.D. University of Southern California, *Assistant Professor of Physical Medicine & Rehabilitation in Residence*
- Jesse L. Steinfeld, M.D. Western Reserve University School of Medicine, *Professor of Medicine*
- Edward A. Stemmer, M.D. University of Chicago, *Associate Professor of Surgery (Thoracic) in Residence*
- Orville J. Stone, M.D. University of Illinois College of Medicine, *Professor of Medicine (Dermatology) in Residence*
- John C. Sutherland, Ph.D. Oak Ridge National Laboratory, *Assistant Professor of Physiology and Molecular Biology and Biochemistry*
- Paul S. Sypherd, Ph.D. Yale University, *Chairman and Professor of Medical Microbiology*
- Alfred J. Tabatzky, M.D. University of California, Los Angeles, *Assistant Adjunct Professor of Surgery (Otolaryngology)*
- James B. Taylor, D.D.S. Temple University, *Assistant to the Dean-Continuing Dental Education*
- William F. Taylor, M.D. Temple University School of Medicine, *Assistant Adjunct Professor of Pathology and Pediatrics*
- Sujata Tewari, Ph.D. McGill University, *Assistant Professor of Psychiatry & Human Behavior in Residence*
- William Benbow Thompson, Jr., M.D. University of Southern California, *Acting Chairman and Associate Professor of Obstetrics & Gynecology*
- Lauri D. Thrupp, M.D. University of Washington School of Medicine, *Professor of Medicine (Infectious Disease)*
- Jeremiah G. Tilles, M.D. Harvard Medical School, *Chairman of Medicine, Professor of Medicine (Infectious Disease) and Medical Microbiology, and Chief of Infectious Disease*

- Jerome S. Tobis, M.D. Chicago Medical School, *Chairman and Professor of Physical Medicine & Rehabilitation*
- Kathleen C. Tomasulo, Ph.D. Columbia University College of Physicians and Surgeons, *Lecturer in Physiology*
- Edward J. Tomsovic, M.D. University of California, San Francisco, *Assistant Dean, Orange County Medical Center Professional Services, Clinical Professor of Pediatrics*
- Ivan L. Tors, *Lecturer in Psychiatry & Human Behavior*
- Susan E. Tully, M.D. University of California, Los Angeles, *Assistant Professor of Pediatrics*
- John A. Udall, M.D. Temple University School of Medicine, *Associate Professor of Medicine (Cardiology)*
- Lubomir Jan-Vacav Valenta, M.D., Ph.D. Charles University, *Associate Professor of Medicine*
- Peter J. Valter, M.D. University of Miami Medical School, *Assistant Adjunct Professor of Pathology*
- Jack S. Vangrow, M.D. University of Cincinnati, *Assistant Adjunct Professor of Medicine (Cardiology)*
- Nosratolah D. Vaziri, M.D. Tehran University Medical School, *Assistant Adjunct Professor of Medicine (Renal)*
- Halvor Vermund, M.D. University of Oslo (Norway), Ph.D. University of Minnesota, *Professor of Radiological Sciences*
- Akio Wakabayashi, M.D. University of Tokyo Medical School, *Assistant Professor of Surgery*
- Marquis E. Wallace, M.A. University of Chicago, *Clinical Instructor of Psychiatric Social Work*
- Robert C. Warner, Ph.D. New York University, *Professor of Biological Chemistry and Chairman of Molecular Biology & Biochemistry*
- Theodore R. Waugh, M.D. McGill University Faculty of Medicine, *Professor of Surgery (Orthopedic) and Chief of Orthopedic Surgery*
- Peter R. Welgan, Ph.D. University of Wisconsin, *Clinical Instructor of Psychiatry & Human Behavior*
- Carol K. Whalen, Ph.D. University of California, Los Angeles, *Associate Professor of Psychiatry & Human Behavior and Social Ecology*
- Gerald H. Whipple, M.D. University of California, San Francisco, *Professor of Medicine (Cardiology) and Chief of Cardiology*
- Stephen H. White, Ph.D. University of Washington, *Assistant Professor of Physiology*
- Archie F. Wilson, M.D. University of California, San Francisco, Ph.D. University of California, Los Angeles, *Associate Professor of Medicine (Pulmonary) and Chief of Pulmonary Diseases*
- William J. Winchester, D.V.M. University of Kansas Veterinary School, *Assistant Dean of Continuing Veterinary Education*
- Rodney M. Wishnow, M.D. Washington University, St. Louis, School of Medicine, *Assistant Professor of Medicine (Infectious Disease) and Medical Microbiology in Residence*
- Betty W. Woodward, M.S.W. Columbia University, *Lecturer in Pediatrics*
- Clifford W. Woolfolk, Ph.D. University of Washington, *Associate Professor of Medical Microbiology*

Daniel L. Wulff, Ph.D. California Institute of Technology, *Professor of Biochemistry*  
Frederick A. Wyle, M.D. University of Pennsylvania Medical School, *Assistant Professor of Medicine (Infectious Disease) in Residence*



*A crowd of 5,000 witnessed the graduation of UCI's charter class at ceremonies in Campus Park, June 14, 1969.*

# University Officers

## THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

### Regents Ex Officio

- Edmund G. Brown, Jr.  
*Governor of California and  
President of The Regents*
- Mervyn M. Dymally  
*Lieutenant Governor of California*
- Leo T. McCarthy  
*Speaker of the Assembly*
- Wilson Riles  
*State Superintendent of Public  
Instruction*
- George H. Link  
*President of the Alumni Associa-  
tion of the University of Cali-  
fornia\**
- Edward A. Morris  
*Vice President of the Alumni As-  
sociation of the University of  
California*
- Charles J. Hitch  
*President of the University*

### Appointed Regents\*\*

- Edward W. Carter (1982)  
Mrs. Randolph A. Hearst (1990)  
Norton Simon (1976)

- William E. Forbes (1978)  
William M. Roth (1980)  
Mrs. Edward H. Heller (1976)  
Frederick G. Dutton (1978)  
William K. Coblentz (1980)  
DeWitt A. Higgs (1982)  
*Vice Chairman of the Board*
- Glenn Campbell (1984)  
William French Smith (1986)  
*Chairman of the Board*
- Robert O. Reynolds (1986)  
Dean A. Watkins (1984)  
John H. Lawrence, M.D. (1988)  
William A. Wilson (1988)  
Joseph A. Moore, Jr. (1990)

### Principal Officers of the Regents

- Donald L. Reidhaar  
*General Counsel*
- Owsley B. Hammond  
*Treasurer*
- Miss Marjorie J. Woolman  
*Secretary*

## OFFICERS EMERITI

- President of the University, Emeritus*  
Robert Gordon Sproul  
*President of the University, Emeritus*  
Clark Kerr  
*Vice President of the University,  
Emeritus, and Dean of the Col-  
lege of Agriculture, Emeritus*  
Claude B. Hutchison  
*Vice President of the University,  
Emeritus*  
Harry R. Wellman

- Vice President, Emeritus, and Secre-  
tary and Treasurer of The Regents,  
Emeritus*  
Robert M. Underhill  
*General Counsel, Emeritus*  
Thomas J. Cunningham

\*James Collins, Regent-designate (non-voting).

\*\*The names are arranged in order of original appointment to the Board of Regents. The term of appointed Regents is twelve years, and terms expire on March 1 of the year indicated.

**CHANCELLORS**

*Chancellor at Berkeley*  
 Albert H. Bowker  
*Chancellor at Davis*  
 James H. Meyer  
*Chancellor at Irvine*  
 Daniel G. Aldrich, Jr.  
*Chancellor at Los Angeles*  
 Charles E. Young  
*Chancellor at Riverside*  
 Ivan H. Hinderaker

*Chancellor at San Diego*  
 William D. McElroy  
*Chancellor at San Francisco*  
 Francis A. Sooy  
*Chancellor at Santa Barbara*  
 Vernon I. Cheadle  
*Chancellor at Santa Cruz*  
 Mark N. Christensen

**OFFICE OF THE PRESIDENT**

*President of the University*  
 Charles J. Hitch  
*Vice President of the University*  
 Chester O. McCorkle, Jr.  
*Vice President – University Relations*  
 Robert L. Johnson  
*Vice President – Academic Affairs and Personnel*  
 Angus E. Taylor  
*Vice President – Administration*  
 John A. Perkins  
*Vice President – Agricultural Sciences and Director of the Agricultural Experiment Station*  
 James B. Kendrick, Jr.

*Vice President – Educational Relations*  
 Frank L. Kidner  
*Vice President – Extended Academic and Public Service Programs*  
 Durward Long  
*Vice President – Governmental Relations*  
 Jay D. Michael

**UCI ADMINISTRATIVE OFFICERS**

Chancellor  
 Daniel G. Aldrich, Jr. . . . . 5111  
 Assistant Chancellor for Administration  
 Eloise Kloke . . . . . 5112  
 Assistant Chancellor for Computing  
 Julian Feldman . . . . . 5154  
 Assistant Chancellor – University Relations  
 H. Bradford Atwood . . . . . 6922  
 Dean of University Extension and Director of Summer Sessions  
 Richard N. Baisden . . . . . 5525  
 Affirmative Action Officer  
 Ramon Curiel . . . . . 5594

**Academic Affairs**

Vice Chancellor – Academic Affairs  
 James L. McGaugh . . . . . 5105

Assistant Vice Chancellor – Academic Affairs  
 Carl F. Hartman . . . . . 5105  
 Assistant Vice Chancellor – Academic Affairs for Administration  
 Barbara L. Reed . . . . . 6503  
 Assistant Vice Chancellor – Academic Affairs for Plans and Programs  
 Susan Bryant . . . . . 5801  
 Special Assistant to Vice Chancellor – Academic Affairs  
 George O. Roberts . . . . . 6851  
 Registrar  
 John W. Brown . . . . . 5561  
 Director of Athletics  
 Raymond H. Thornton . . . . . 6932  
 University Librarian  
 John E. Smith . . . . . 5212

**Alumni Affairs**

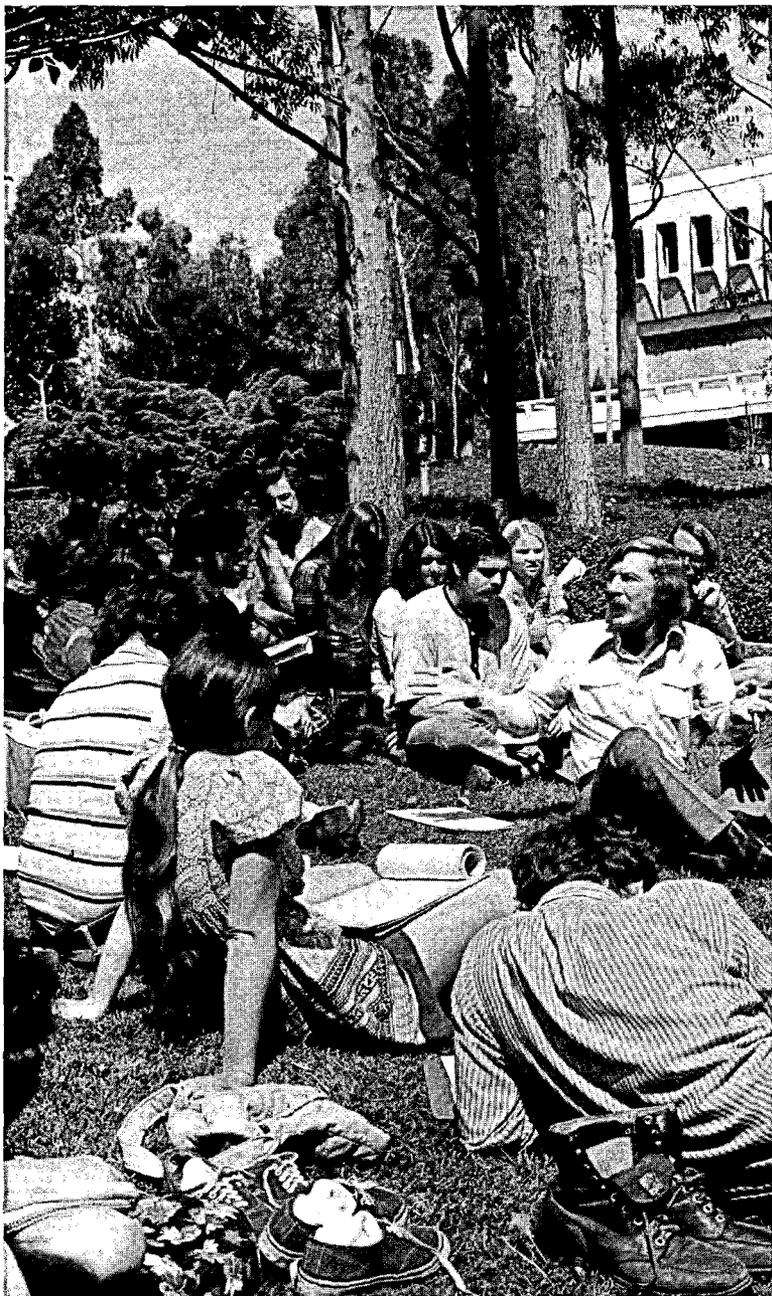
Director of Development and Alumni Affairs  
 John Spear ..... 6424  
 Assistant Director of Development and Alumni Affairs  
 Dia M. Dorsey..... 6424

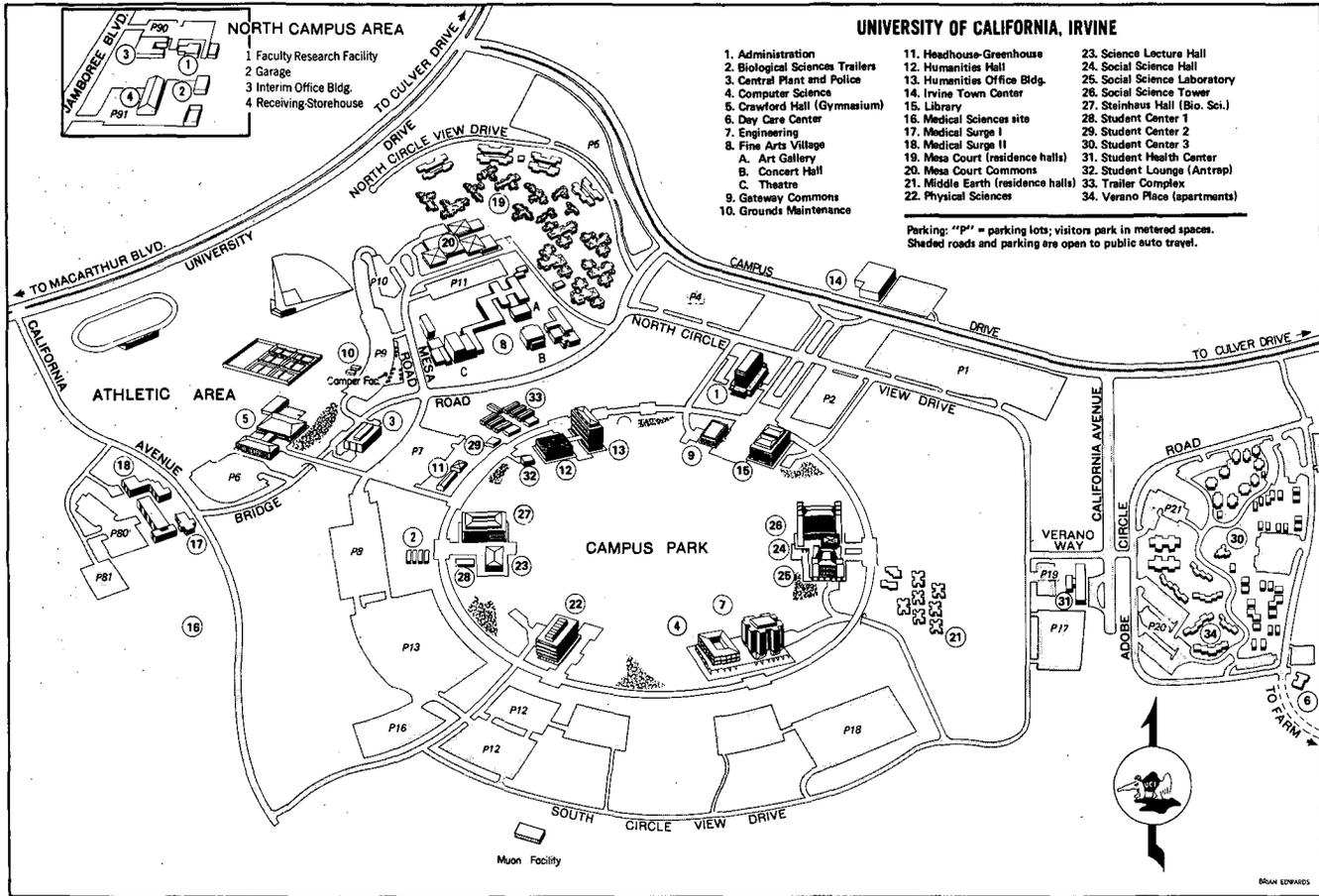
**Business and Finance**

Vice Chancellor – Business and Finance  
 L.E. Cox..... 5107  
 Assistant Vice Chancellor – Business Affairs  
 James G. Wilson ..... 5108  
 Accounting Officer  
 Richard A. Serich (Acting) . 6816  
 Construction Manager  
 Earl F. Graham ..... 6511  
 Personnel Manager  
 Ralph O. Laue ..... 5210  
 Materiel Manager  
 Earl B. Ludwick ..... 6515  
 Director, Institutional Studies and Budget  
 John F. McGervey ..... 5110  
 Manager of Physical Planning and Construction  
 Gene S. Uematsu ..... 5310  
 Physical Plant Administrator  
 C.O. Reinhardt ..... 5202

**Student Affairs**

Vice Chancellor – Student Affairs  
 John C. Hoy ..... 5515  
 Assistant Vice Chancellor – Student Affairs  
 Robert S. Lawrence ..... 7166  
 Assistant Vice Chancellor – Student Affairs, Educational Relations  
 Melvin H. Bernstein ..... 5461  
 Business Manager – Student Affairs  
 Charles Pieper ..... 6368  
 Dean of Students  
 John Whiteley ..... 7252  
 Director, Student Health Services  
 Gerald B. Sinykin ..... 5301  
 Director, Admissions and Relations with Schools  
 James Dunning ..... 6701  
 Associate Director, Admissions and Relations with Schools  
 Sylvia G. Lenhoff ..... 5518  
 Director, Financial Aid  
 Juel Lee ..... 5337  
 Director, Career Planning and Placement  
 Cynthia S. Johnson ..... 6881

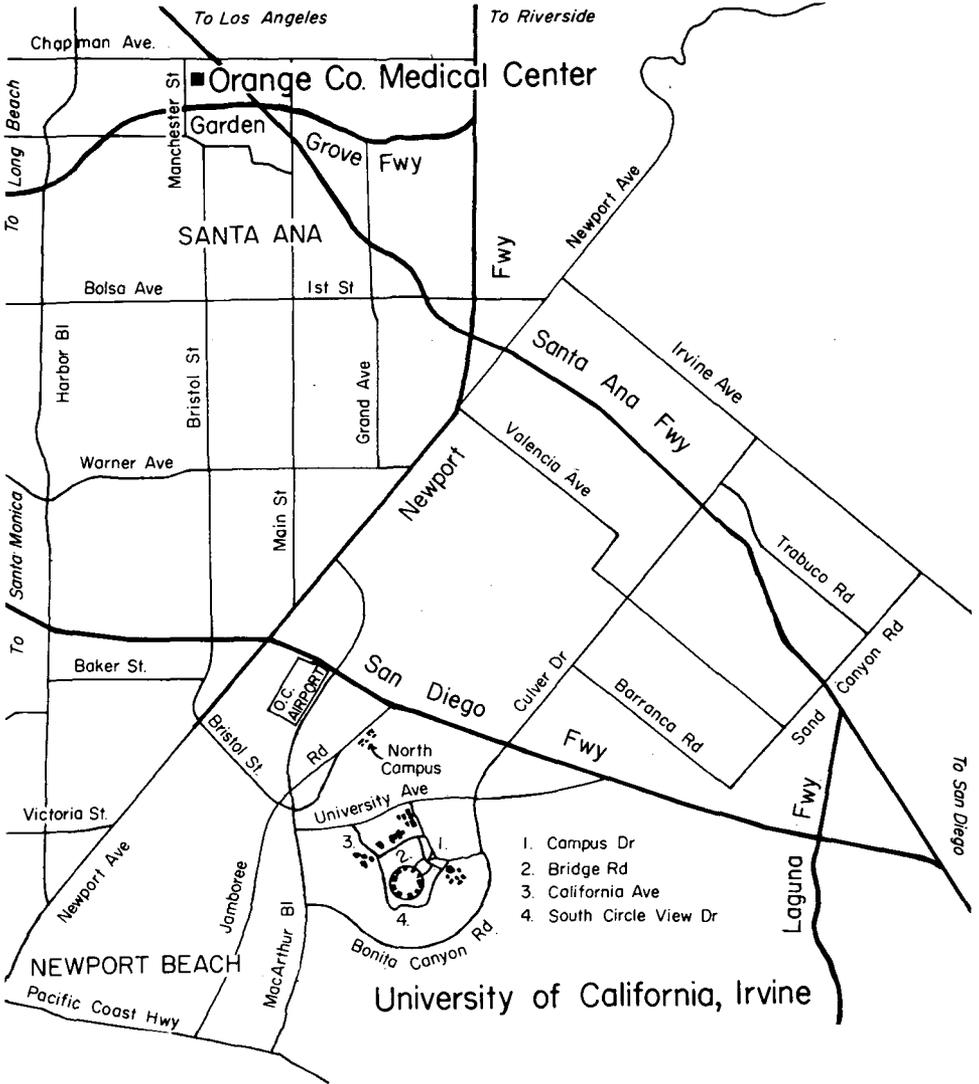


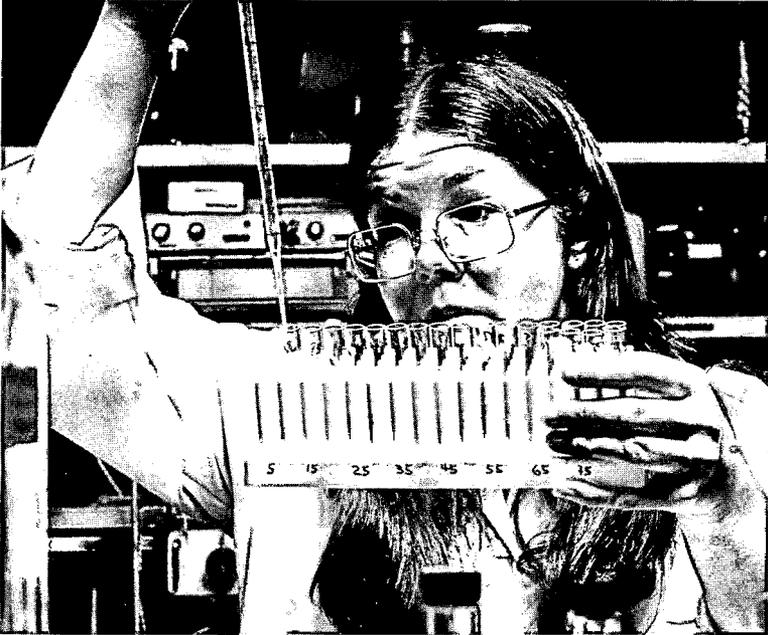


UC IRVINE - 1975-1976

BRANK EDWARDS







# Index

- Academic advising, 41
- Academic Affairs, 15
- Academic objectives, 25
- Academic regulations, 33
- Academic Senate, 13, 15
- Academic standing, 37
- Academic structure, 14, 25
- Activities and recreation, 22, 372
- Adding courses, 77
- Administration, 417
- Administration, the University, 12
- Administrative Internship Program, 92, 421
- Administrative Officers, UCI, 451
  - Office of the President, 451
- Admission to the University, 61
  - applications, 61
  - by examination, 65
  - by intercampus transfer, 79
  - EOP, 94
  - Early Admission Experimental Program, 66
  - examination arrangements, 65
  - examination requirement, 65
  - Extended University, 46
  - for a second Bachelor's degree, 68
  - graduate, 52
  - in advanced standing, 66
  - notification of, 62
  - of foreign students, 53, 68
  - of transfer students, 69
  - readmission, 79
  - reapplication, 63
  - requirements for California residents, 63
  - requirements for non-California residents, 63
  - scholarship requirement, 64
  - Subject A requirement, 66
  - subject requirement, 63
  - to College of Medicine, 430
  - to freshman standing, 63
  - to limited status, 54, 68
  - transfer, 69
  - undergraduate, 61
- Advanced placement, 68
- Advanced standing, 39, 66, 67
- Advising personnel, 43
- Advisors, faculty, 42
- Aerial photo, Irvine Campus, 455
- Affirmative Action, 13
- Air Force ROTC, 21, 86
- American History and Institutions, 28, 71
- Anthropology, 281
- Application Fee, 61
- Application for Graduation, 27
- Arboretum, The Irvine, 18, 106
- Areas of concentration, 31
- Art, History of, 146
- Art, Studio, 149
- Articulation Agreements, 70
- Associated Students (ASUCI), 22, 100
- Athletics, 22, 372
- Bachelor's degree, requirements for, 28
- Bilingualism and English as a Second Language, 236
- Biochemistry, See Molecular Biology and Biochemistry, 132
- Biological Sciences, School of, 105
  - Special awards and honors, 108
- Biology, Molecular, 132
- Biology, Museum of Systematic, 18, 106
- Breadth requirements, 29
- Bus service, 14, 100
- Business Administration, 421
- Calendar, Academic, 8
- Campus, change in choice, 61
- Campus organizations, 96
- Campus photo, 453
- Career Planning and Placement, 94
- Center for Pathobiology, 17, 106
- Central Campus Calendar, 97
- Chancellors, 13, 451
- Change
  - of campus, admissions, 61
  - of class enrollment, 77
  - of personal data, 78
- Chemistry, 245
- Child Care Facilities, 98
- Civil Engineering, 399
- Class, change of, 77
- Class Verification and Identification Card, 76
- Classes, Schedule of, 5, 37, 76
- Classical Civilization, 173
- Classics, 171, 172

- Cognitive Linguistics, 302  
 College Entrance Examination Board,  
 (CEEB), 28, 65  
   Achievement Tests 28, 65  
   Advanced Placement Examinations, 28, 68  
   College Level Examination Program, 70  
     examination arrangements, 65  
     Scholastic Aptitude Test, 63, 65  
 College of Medicine, 429  
   admission, 430  
   clinical clerkships, 436  
   curriculum, 434  
   fees, 81  
   medical residency programs, 430  
 Commencement, 96  
 Committee for Arts, 92  
 Committee on Lectures, 92  
 Community Colleges, 69  
 Community Mental Health, 338  
 Commuter programs, 96  
 Comparative Culture, 313  
 Comparative Literature, 179  
 Computer Science, Information and, 328  
 Computing Facility, 17  
 Concurrent enrollment, 40  
 Conduct, 100  
 Continuous registration, 55  
 Cooperative Outdoor Program, 96  
 Council on Interscholar Curricula, 14, 313  
 Counseling Center, 98  
 Course designations, 5  
 Course load limits, 37  
 Course listings (consult individual school and department sections)  
 Courses  
   add or drop, 37, 77  
   credit for, 5, 11  
   limits, 37  
   numbering, 5  
   scheduling of, 37  
 Creative Writing, 179, 183  
 Credentials, teaching, 315, 377  
 Credit for courses, 5  
   taken elsewhere, 40, 69, 70  
   taken in high school, 68  
   alternate methods of obtaining, 36  
   by examination, 36  
 Criminal Justice, 339  
 Criticism, Literary, 179  
 Cross-Cultural Services, 98  
 Cultural and Cognitive Anthropology, 300  
 Culture, Comparative, 313  
 Dance, 151  
 Dean of Students, 95  
 Degree, filing for, 27  
 Degrees offered, 26  
   Extended University, 46  
 Developmental and Cell Biology, 129  
 Disabled students, 95  
 Discipline, 100  
 Disqualification, subject to, 38  
 Double majors, 41, 110, 246  
 Drama, 156  
 Dropping courses, 37, 77  
 Duplicate applications, 61  
 Dutch, 219  
 Early Admission, 66  
 Ecology Preserve, 106  
 Economic and Geographical Analysis, 297  
 Economics, 281  
 Education, 377  
   Education Abroad Program, 19  
     medical examination on return, 75  
   Education of teachers, 377  
   Educational Administration, 421  
   Educational fee, 82  
   Educational opportunities (EOP), 93  
   Educational Placement, 94  
   Educational Support Services, 95  
   Electives, 71  
   Electrical Engineering, 399  
   Employment, students, 88  
   Engineering, 396  
     Civil, 399  
     Electrical, 399  
     Environmental, 399  
     Mechanical, 400  
   English, 179  
   English as a Second Language, 219, 236  
   English, proficiency in, 30, 54  
   Enrollment, 37, 76  
   Enrollment in other institutions, 40  
   Enrollment statistics, 14  
   Environmental Engineering, 399  
   Environmental Impact Assessment, 341  
   Environmental Psychology, 341  
   Environmental Quality and Health, 339  
   ESL (English as a Second Language), 219, 236  
   Examination, credit by, 36

- Examination, final, 37
- Exchange, intercampus, 55
- Expenses, 81
- Experimental College, 100
- Explanatory notes, 5
- Expressive Forms, 313
- Extended University, 15, 46, 338, 421
  - academic information, 46
  - admissions, 46
  - application deadlines, 47
  - continuous enrollment, 48
  - degrees offered, 46
  - fees, 47
  - normal progress, 48
  - registration and enrollment, 48
  - student affairs, 48
- Extension, University, 20, 70
- Faculty (consult individual school and department sections)
- Fees, 81
  - Application Fee, 61
  - ASUCI membership, 82
  - Educational Fee, 82
  - estimated expenses, 81
  - Extended University, 47
  - finances and penalties, 83
  - miscellaneous, 83
  - nonresident tuition, 72, 81
  - refunds, 83
  - Registration Fee, 81
  - service charges, 83
- Film, 144
- Final examinations, 37
- Financial Aid, 85
  - graduate student, 58
- Fine Arts, Interdisciplinary, 168
- Fine Arts, School of, 144
- Fines, 83
- Food services, 97
- Foreign languages, proficiency in, 30
- Foreign students, admission, 68
  - graduate applicants, 53
  - services for, 95
- French, 191
  - Culture and Civilization, 192
  - Linguistics, 192
  - Literature, 192
- Geography, 281
- German, 198
  - Linguistics, 199
  - Literature, 199
- Good standing, 37, 67
- Grade point average, 36
  - computing of, 34, 36, 67
  - needed for admission, 63
  - needed to graduate, 29, 38
- Grades, 33
  - Incomplete, 34
  - In Progress, 33, 35
  - letter, 33
  - Not Reported, 33, 35
  - Pass/Not Pass, 34
  - removal of deficient, 36
  - Satisfactory-Unsatisfactory, 35
- Graduate Council, 51, 52
- Graduate Division, 51
  - academic policies, 55
  - academic residence, 56
  - admission to, 52
  - application to, 53
  - continuous registration, 55
  - course load limitations, 56
  - Doctor of Philosophy, 52
  - filing of dissertation or thesis, 56
  - financial aid, 58
  - foreign student admission, 53
  - grants-in-aid, 58
  - intercampus exchange, 55
  - leave of absence, 57
  - limited status, 54
  - Master's degrees, 51
  - Pass/Not Pass grade option, 34
  - readmission, 57
  - registration, 55
  - residence requirements, 56
  - Satisfactory-Unsatisfactory grade, 35
  - scholastic requirements, 55
  - summer session, 58
  - teaching and research assistantships, 58
  - transfer of credit, 57
- Graduate School of Administration, 417
  - three-two program, 106, 330, 400, 419
- Graduate studies, preparation for, 44
- Graduation, application for, 27
- Grants, 86
- Greek, 172
- Handicapped students, 95
- Health services, student, 47, 99
- Hebrew, 219
- History, 204
  - History examination (American History and Institutions), 28
  - History of Art, 146
  - Honors at graduation, 27
  - Honors Convocation, Biological Sciences, 108
  - Honors in Research, 108
  - Housing, 96

- Human Development, 340
- Human Ecology, 340
- Humanities (Interdisciplinary) major, 216
- Humanities, School of, 169
  - interdisciplinary graduate studies, 217
- ICS (Information and Computer Science), 328
  - joint program, GSA, 330
- Identification, 76
- Incomplete grade, 34
- Independent Programs, 313
- Independent study, 37
- Individual and Small Group Behavior, 303
- Information and Computer Science, 328
- IP grade, 33, 35
- Institute of Transportation and Traffic Engineering, 18
- Instructional and research facilities, 16
- Intercampus exchange, 55
- Intercampus transfer, 79
- Intercollegiate athletics, 372
- International students, 95
- Irvine Arboretum, 18, 106
- Irvine Info, 96
- Italian, 191
- Joint universities' project, 106
- Journal of Undergraduate Research in the Biological Sciences, 106
- Lapse of Status, 78
- Language Laboratory, 218
- Latin, 172
- Law and Society, 341
- Learning Resources Center, 17
- Learning Skills Services, 98
- Leave of absence, 57
- Library, 16
- Limited status students, 54, 68
- Linguistics
  - Humanities, 219
  - Social Sciences, 281, 302
  - See Classics, French, German, Russian, Spanish
- Literary Criticism, 179
- Literature
  - Comparative, 180
  - English and American, 179
  - French, 192
  - German, 199
  - Russian, 231
  - Spanish, 236
- Loans, 87
- "Lower division," 5
- Major
  - choosing a, 31, 41
  - double, 41, 110, 246
- Majors and associated areas of concentration, 31
- Maps, Irvine campus, 454
  - surrounding area, 456
- Marine biological laboratory, 106
- Mathematics, 256
- Mechanical Engineering, 400
- Media Work Group, 92
- Medical College Admission Test, 110, 431
- Medical examination, 75
- Medical Microbiology, 141
- Medicine, UCI-California College of, 429
- Mental Health, 338
- Mesa Court, 96
- Middle Earth, 96
- Minority student programs, 93
- Molecular Biology and Biochemistry, 132
- Multiple Subject Instruction Credential, 377, 380
- Museum of Systematic Biology, 18, 106
- Music, 161
- Non-Indo European Languages, 219
- Nonresident applicants, 63, 67, 72
- Nonresident tuition, 72, 82
- Normal progress, 38
- Not Reported (NR) grade, 35
- Officers, UCI Administrative, 451
  - Emeriti, 450
  - Office of the President, 451
- Organization for Tropical Studies (OTS), 136
- Organizations, campus, 96
- Orientation programs, 96
- Parking, 14
- Pass/Not Pass option, 34
- Pathobiology, Center for, 17, 106
- Peer advisors, 42
- Petitions, 42
- Phi Beta Kappa, 27
- Philosophy, 223
- Physical Education, 371
- Physical Sciences, School of, 243
- Physics, 267
- Planning a program, 41
- Planning and Public Policy, 340
- Political Science, 281
- Population and Environmental Biology, 135

- Portuguese, 235
- Preparing for the University, 68
- Pre-professional education, 44
- President, 13
- Probation, 38
- Professional education, 15, 44, 375
- Program, change of, 77
- Psychobiology, 137
- Psychology, 281
- Public Administration, 421
- Public Policy Research Organization, 19
- Public School Administration, 421
- Publications Work Group, 92
- Quantitative Social Science, 294
- Readmission
  - undergraduates, 79
  - graduates, 57
- Reapplication for admission, 63
- Records, student, 78
- Recreation, 22, 372
- Redirection program, 61
- Refunds, 83
- Regents, Board of, 12, 450
- Regents' scholarships, 86
- Registration, 76
  - and enrollment, 76
  - continuous, 55
  - Extended University, 48
  - graduate, 55, 76
  - lapse of status, 78
  - late, 76
- Regulations, academic, 33
  - Extended University, 48
- Relations with Schools, Office of, 22
- Requirements for Graduation, 28
  - Biological Sciences, 108
  - Comparative Culture, 314
  - departmental, 31, 72. See individual departments.
  - Engineering, 398
  - Fine Arts, 146
  - Humanities, 170
  - Information and Computer Science, 329
  - Physical Sciences, 245
  - School requirements, 31, 71. See individual schools.
  - Social Ecology, 342
  - Social Sciences, 282
  - UCI, 29, 71
  - University, 28, 71
- Research assistantships, 58
- Research Enrichment Program, 107
- Research facilities, 16
- Residence in California, rules governing, 72
- Residence requirements
  - undergraduate, 29
  - graduate, 56
- ROTC, 21, 86
- Russian, 230
  - Civilization, 231
  - Linguistics, 231
  - Literature, 231
- Ryan Act, 377
- San Joaquin Fresh Water Marsh Reserve, 14, 106
- Satisfactory-Unsatisfactory grade, 35
- Schedule of Classes, 5, 37, 76
- Scholarship Requirements
  - for undergraduate admission, 64
  - graduate, 55
  - undergraduate, 37
- Scholarships, 86
- School of
  - Biological Sciences, 105
  - Engineering, 396
  - Fine Arts, 144
  - Humanities, 169
  - Physical Sciences, 243
  - Social Sciences, 281
- Schools, description of, 14, 25
- Second Bachelor's degree, 68
- Senate, Academic, 13, 15
- Single Subject Instruction Credential, 377, 380
- Social Ecology, 336
- Social Inquiry, 313
- Social Interaction, 306
- Social Sciences, School of, 281
- Society, Politics, and Social Issues, 299
- Sociology, 281
- Spanish, 235
  - Bilingualism and ESL, 236
  - Culture, 236
  - Linguistics, 236
  - Literature, 236
- Specialist Instruction Credential, 378, 386
- SPOP, 96
- Sports, recreation, 22, 372
- Student Affairs, 91
- Student conduct and discipline, 100
- Student Employment, 88, 95
- Student Health Services, 47, 99
- Student records, 78
- Student Teaching Experience, 381
- Student support services, 96

- Studio Art, 149
- Subject A, 28, 66, 71, 187
- Subject requirement, 63
- Subject to disqualification, 38
- Summer Sessions, 20
- Swahili, 219
- Table of Contents, 6
- Teacher Education, 377
- Teaching assistantships, 58
- Teaching credentials, 315, 377
- Television, 144
- Terrestrial ecology, 112
- Three-two program, 106, 330, 400, 419
- TLG Project, 175
- Tours, 22
- Transcripts, 62, 79
- Transfer, Intercampus, 79
- Transferability of courses, unit, 67, 69, 70
- Transfer of credit, 40, 57, 70
- Transfer, planning for, 69
  - requirements, 71
- Transportation, 14, 96, 100
- UCI-California College of Medicine,
  - See College of Medicine, 429
- Uni-Prep, 96
- Units, quarter, 5, 29
  - semester equivalents, 69
- University Day, 8, 96
- University Extension, 20, 70
- University, history of, 11
- University officers, 450
- University Relations, 22
- University requirements, 28
- University Studies, 371
- "Upper division," 5
- Verano Place Preschool, 98
- Veterans, 96
- Vice Chancellor
  - Academic Affairs, 15
  - Student Affairs, 91
- Wayzgoose, 101
- Western Interstate Commission for
  - Higher Education, 432
- Withdrawal from University, 80
- Women's Programs, 95, 100
- Work Study programs, 88
- Writing, 179, 183
- Writing Workshop, 28, 187



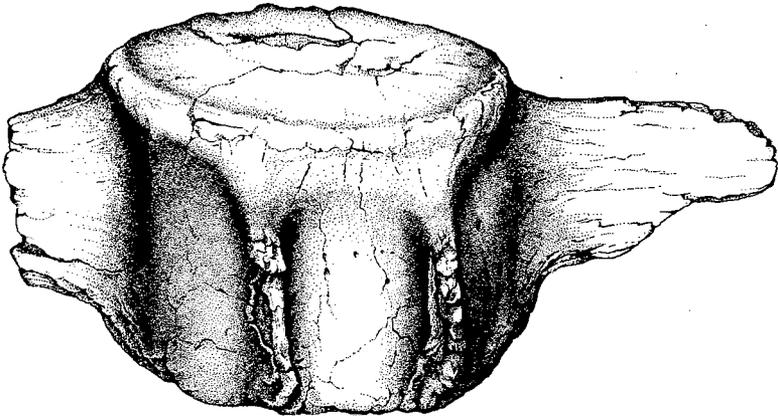
# Acknowledgements

Illustration on page 21 reproduced with permission of the Southwest Museum, Los Angeles, California, from *California's Gabrielino Indians*, by Bernice Eastman Johnston. Copyright 1962 by Southwest Museum.

Illustration on page 59 reproduced with permission of the Bancroft Library, University of California, Berkeley, from *California*, by Walton Bean. Copyright 1973 by McGraw-Hill, Inc.

Illustration on page 18 from *Newport Bay* by Mary Asher Trautmann reproduced by kind permission of the author, Ellen K. Lee. Copyright 1973 by Ellen K. Lee.

Illustrations on pages 27, 30, 45, and 84 reprinted with permission of The Caxton Printers, Ltd., from *Under Three Flags*, by Margaret Pumphrey. Copyright 1939 by The Caxton Printers.



*In 1965 the fossilized remains of a small whale were discovered during the excavation of the UCI swimming pool.*



Second Class  
Postage Paid  
Newport Beach  
California 92660