School of Social Ecology

Valerie Jenness, Dean

5300 Social & Behavioral Sciences Gateway
Social Ecology Student Services: (949) 824-6861
Graduate Counseling: (949) 824-5918
http://socialecology.uci.edu/

Overview

The School of Social Ecology is an interdisciplinary academic unit committed to scholarly research and instruction that is informed by and contributes to knowledge in the social, behavioral, legal, and health sciences. It promotes discipline and boundary-crossing research and teaching that is inspired by pressing social problems and directed toward the betterment of society. It is committed to the pursuit of theory development, the creation of empirically derived knowledge, the practical application of scholarly knowledge, and civic engagement.

The School is home to three academic departments: Criminology, Law and Society; Planning, Policy, and Design; and Psychology and Social Behavior; offers four undergraduate and eight graduate degrees; and currently has about 2,360 undergraduate majors, 360 graduate students, 67 faculty, and more than 20,000 alumni.

Social Ecology faculty apply scientific methods to the study of a wide array of recurring social, behavioral, and environmental problems and specialize in conducting research “with considerations of use” in society. Among issues of long-standing interest in the School are crime and justice in society, social influences on human development over the life cycle, and the effects of the physical environment on health and human behavior. While the field of ecology focuses on the relationships between organisms and their environments, social ecology is concerned with the relationships between human populations and their environments.

Social Ecology’s faculty is multidisciplinary, including psychologists with a variety of specialties (e.g., developmental, social, and health psychology); criminologists; sociologists; anthropologists; political scientists; lawyers; urban and regional planners; and program evaluation experts. The School’s research and teaching is distinguished by an emphasis on the integration of the concepts and perspectives of these multiple disciplines. This focus is based on the School’s core belief that the analysis and amelioration of complex societal problems requires interdisciplinary efforts.

Many Social Ecology faculty are involved in developing policies and interventions directed toward improving the functioning of individuals, families and other groups, organizations, institutions, and communities. Social Ecology undergraduate students benefit from the multidisciplinary instructional expertise of the School’s faculty in the classroom and are afforded opportunities to engage in field-based and laboratory-based learning, as well, through the School’s well-established and highly regarded Field Study Program. Graduate training in the School of Social Ecology is organized around the study of contemporary problems in the social and physical environment. Emphasis is placed primarily upon theory and research that have implications for policy and intervention. Problems are investigated from the complementary perspectives of a multidisciplinary faculty that includes specialists in social, developmental, clinical, environmental, and health psychology; urban and regional planning and architecture; urban sociology; law; criminology; and environmental health. Graduate students work closely with the faculty in the classroom and in laboratories, as well as collaborating on important research projects that enhance their research skills while advancing knowledge and addressing important societal problems.

Research Facilities

Social Ecology I and II and the nearby Social & Behavioral Sciences Gateway building are wireless environments that house the School’s research centers and feature many facilities for experimental research, such as behavioral assessment laboratories for research in human development, social relations, and legal studies. Behavioral assessment laboratories are used for studying social phenomena such as parent-child interaction, cooperation among children, memory functions, hyperactivity, social support processes, and mock jury discussions.

The School also offers students up-to-date computing facilities, including the state-of-the-art Janice R. Green Instructional Computing Lab, and assistance to ensure that their skills prepare them for either advanced (graduate) work or for the changing needs of today’s workplace, which increasingly demands skills in computing and information technology.

Centers for Research

The Center for Evidence-Based Corrections (CEBC) has administered millions of dollars in state-funded research on juvenile and adult correctional programs, including research on rehabilitation, parole and reentry programs, monitoring of sex offenders, and correctional options for female offenders. CEBC, which consists primarily of Criminology, Law and Society faculty, has become a nexus for policy-oriented research and graduate training. Given the importance of this topic for law and policy, the faculty expects CEBC will also develop close ties with UCI’s new School of Law. More information is available at http://ucicorrections.seweb.uci.edu/.

The Center in Law, Society and Culture (CLSC) brings together faculty in the Schools of Social Ecology, Social Sciences, and Humanities who share an interest in the role of social, cultural, and historical factors in the development of law and the importance of social and cultural assumptions in understanding and interpreting law. More information is available at http://clsc.soceco.uci.edu/.

UC Irvine has enjoyed a long tradition of innovative, interdisciplinary organizational research that dates back to the founding of the campus in the mid-1960s. The Center for Organizational Research continues that tradition by providing a focal point for organization scholars from Social Ecology, Social Sciences, The Merage School of Business, and The Bren School of Information and Computer Sciences. More information is available at http://www.cor.web.uci.edu/.

The Community Outreach Partnership Center (COPC) is an initiative to apply scholarly research to community needs. COPC leverages campus assets to equip nonprofit organizations with research that increases their capacity to effectively assess needs, analyze issues, build community, and impact change. COPC projects are guided by a commitment to “civic engagement.” This model of applied scholarship is widely embraced by research universities across the country and promotes collaborative approaches to problem solving using applied research, training and instruction, and public outreach to help address issues and support actions which build and sustain healthy communities. More information is available at http://www.ucicopc.org/.

The Center for Psychology and Law (CPL) draws together faculty in the Department of Criminology, Law and Society and the Department of Psychology and Social Behavior. UC Irvine has emerged as one of the world’s leading centers for research in the field of psychology and law.
More information is available at http://soceco.uci.edu/research/psychlaw.

New threats such as global terrorist networks, environmental change, and cyber attacks dominate the security agenda. The Center for Unconventional Security Affairs addresses these and other security challenges of the twenty-first century and provides opportunities for student involvement in research and outreach. More information is available at http://www.cusa.uci.edu/.

The Newkirk Center for Science and Society finds ways to develop and share research knowledge with the public and policymakers so they can make informed decisions on vital policy issues of law, education, environment, health care, crime, and public infrastructure. The Center carries out its mission in several ways: through workshops, colloquia, town hall meetings, distinguished visitors, and communication programs. One area in which the interests of several CLS faculty members overlap with the focus of the Newkirk Center relates to expert testimony and, more broadly, the use (and misuse) of science in legal proceedings. More information is available at http://www.newkirkcenter.uci.edu/.

The Social Ecology Research Center (SERC) is a School-wide, integrative center that focuses on applied and theoretical inquiry into social problems that call for multidisciplinary, cross-disciplinary, and trans-disciplinary approaches. More information is available at http://soceco.uci.edu/pages/social-ecology-research-center.

In the Community

The Community Outreach Partnership Center (COPC) is an initiative to apply scholarly research to community needs. COPC leverages campus assets to equip nonprofit organizations with research that increases their capacity to effectively assess needs, analyze issues, build community, and impact change. COPC projects are guided by a commitment to "civic engagement." This model of applied scholarship is widely embraced by research universities across the country and promotes collaborative approaches to problem-solving using applied research, training and instruction, and public outreach to help address issues and support actions which build and sustain healthy communities. More information is available at http://ucicopc.org/Default.asp.

The Criminology Outreach Program (COP) was established in 1999 to address the needs of under-served students in the community through an education on the legal system. The mission is to create higher-education aspirations for junior high and high school students from neighboring districts that do not send a high proportion of graduates to college. The program acquaints students with college course content and procedures to familiarize them with the issues of student life and intellectual pursuit, and to involve the students in the type of policy debates that occur in the field of criminology. The Criminology Outreach Program emphasizes four elements: critical thinking, writing, library research, and oral presentation skills. More information is available at http://soceco.uci.edu/pages/criminology-outreach-program-cop.

The Field Study Program is designed to provide students with the opportunity to examine social problems, evaluate the merit of ideas presented in the classroom, and educate students in conducting naturalistic observations and investigations. Students have the opportunity to participate in the ongoing activities of an organization and develop interpersonal as well as technical competencies. Field Study also offers students the opportunity for data collection projects, theory-testing, and social interaction. There are over 215 Field Study Partners participating in the program. The students have a major presence in the community with 4,500 days volunteered at nonprofits, 4,959 days volunteered in the private sector, and 12,600 hours of service in the private sector. More information is available at http://students.soceco.uci.edu/pages/field-study.

The Metropolitan Futures Initiative (MFI) aims to develop an improved understanding of communities and their potential for integrative and collaborative planning and action to ensure a bright future for the region. With initial focus on Orange County and its location within the larger Southern California area, the MFI is a commitment to build communities that are economically vibrant, environmentally sustainable, and socially just by partnering Social Ecology’s world-class, boundary-crossing scholarship with expertise throughout Southern California. More information is available at http://soceco.uci.edu/mfi.

Degrees

<table>
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<tr>
<th>Field</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Criminology, Law and Society</td>
<td>B.A., M.A., Ph.D.</td>
</tr>
<tr>
<td>Planning, Policy, and Design</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Psychology and Social Behavior</td>
<td>B.A., Ph.D.</td>
</tr>
<tr>
<td>Public Policy</td>
<td>M.P.P.</td>
</tr>
<tr>
<td>Social Ecology</td>
<td>B.A., M.A., Ph.D.</td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>M.U.R.P.</td>
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<tr>
<td>Urban Studies</td>
<td>B.A.</td>
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Honors

Graduation with Honors. Honors at graduation will be awarded to approximately 12 percent of the graduating seniors who have completed at least 72 units at a University of California campus by the end of the final quarter prior to graduation, including approximately 1 percent summa cum laude, 3 percent magna cum laude, and 8 percent cum laude. The student’s cumulative record at the end of the final quarter is the basis for consideration for awarding Latin Honors. For more information about honors criteria contact the Social Ecology Student Services Office at (949) 824-6861 or visit the Social Ecology Web site at http://students.soceco.uci.edu/pages/frequently-asked-questions-faqs. Other important factors are also considered (see Honors Recognition (catalogue.uci.edu/previoussessions/2013-14/informationforadmittedstudents/divisionofundergraduateeducation/#honorsopportunities)).

Dean’s Honor List. Quarterly recognition for students who earned a 3.5 grade point average while carrying a minimum of 12 graded units. Recognition is noted on the student’s transcript.

Dean’s Award for Community Engagement. This award recognizes students who demonstrate both scholarly achievement and community service participation.

Fudge Family Foundation Scholarship. Two scholarships are awarded to students who have a strong academic record and who have established financial need because they are self-supporting or have other personal hardships that would make it difficult for them to complete their studies without this assistance.

School Awards. The School of Social Ecology recognizes the most outstanding undergraduate and graduate students for their academic achievements, contributions to the School, and service to the campus and community.

Social Ecology Honors Program. The Social Ecology Honors Program provides the opportunity for selected School of Social Ecology students to pursue advanced independent study. Admission to the program is
based on formal invitation and an application submitted by the prospective student in the spring quarter of the junior year. In order to be considered, a student must have satisfied the following requirements: completion of all lower-division Social Ecology courses required for the major; completion of at least five upper-division Social Ecology courses with a grade point average of at least 3.5 in these courses; and achievement of an overall grade point average at UCI of at least 3.2. Acceptance into the program is based upon evidence of the student’s ability, interest in research, and proposed thesis project. Successful completion of the program requires three quarters, including supervised independent work on a thesis research project (SOCECOL H190A-SOCECOL H190B) and written and oral presentation of an honors thesis (SOCECOL H190W).

**Excellence in Undergraduate Research Award in Honor of Gilbert Geis.** This award was created to encourage and support undergraduate students interested in research related to Criminology, Law and Society.

**Michelle Smith Pontell Memorial Fellowship.** This award is given annually to a graduate student in the Department of Criminology, Law and Society for excellence in both research and course work.

**Mohan Narasimhan Scholarship in Criminology, Law and Society.** Established by the family of a former student to honor his memory and assist a current student, this award is conferred annually to an undergraduate student who is entering his or her senior year.

**Outstanding Achievement in Field Study.** This award recognizes students who have gone “above and beyond” in their field study placements and/or who have completed an exceptional academic project as part of their field study.

**Strauss Scholarship.** This scholarship is awarded to a junior who is planning for a career in public service.

* School Requirements

**Undergraduate Program**

The School of Social Ecology offers either a general interdisciplinary degree in Social Ecology or a more focused experience through degree programs in Criminology, Law and Society; Psychology and Social Behavior; and Urban Studies.

**Change of Major.** Students who wish to change their major to one offered by the School should contact the Social Ecology Student Services Office for information about change-of-major requirements, procedures, and policies. Information is also available at [http://www.changeofmajor.uci.edu](http://www.changeofmajor.uci.edu).

**Career Opportunities**

Graduates of the School of Social Ecology bring a distinctive cross-disciplinary perspective to the job market. The School provides a solid foundation for those students who seek jobs in planning departments, mental health settings, educational institutions, and a variety of community and governmental agencies, including, for example, criminal justice agencies. Many Social Ecology students find that their interdisciplinary training is also useful for careers in public management, law, and business.

The School also provides useful preparation for students who wish to apply to graduate and professional schools of law, public policy/public administration, public health, social welfare, psychology, sociology, criminology, and urban planning.

The UCI Career Center provides services to students and alumni including career counseling, information about job opportunities, a career library, and workshops on resume preparation, job search, and interview techniques. Additional information is available in the Career Center ([catalogue.uci.edu/previouseditions/2013-14/informationforadmittedstudents/lifeoncampus/#careerctrtext](http://catalogue.uci.edu/previouseditions/2013-14/informationforadmittedstudents/lifeoncampus/#careerctrtext)) section.

**Field Study**

From criminal justice agencies to elementary schools to nonprofit agencies to local cities, counties, and beyond, Social Ecology students have the opportunity to take what they learn in the classroom out into the community, effectively serving our communities and enhancing the value of their education. The Field Study program is a unique experiential learning program for undergraduates in Social Ecology and a key element of the School’s commitment to training future leaders. The general goal of Field Study is to integrate academic and experiential learning. This approach is based on evidence that learning is maximized when it is active, when students are engaged, and when theories and research are informed by their application to “real world” problems. Students reflect on how to apply what they have learned in the classroom to address societal challenges in a seminar led by ladder rank faculty. At the same time, through fieldwork with one or more of the School’s 225-plus community partners, students gain preprofessional experience and develop their resume along with their academic and research skills. The settings provided for field study include a wide range of problem-oriented institutions and agencies in both the private and the public sector (e.g., Orange County Public Defender’s Office; California State Parks; American Lung Association; primary and secondary schools; Fairview Development Center; planning, law enforcement, legal, and design corporations). Students must select a placement site from those listed and approved by the School of Social Ecology. Unlisted or inappropriate placements, as well as those that could give the appearance of nepotism or preferential treatment, will not be approved. Departmental approval for field study will be determined by the Field Study Director.

Field study is open only to upper-division School of Social Ecology students who are in good academic standing and have completed all prerequisite course work. All field studies are taken on a Pass/Not Pass grading basis. Further information, including field study sign-up procedures and prerequisites, is available online at [http://students.soceco.uci.edu/pages/field-study](http://students.soceco.uci.edu/pages/field-study).

**Advanced Field Study**

Advanced Field Study offers a small number of undergraduate students in the School of Social Ecology an in-depth, three-quarter field study experience focused on civic and community engagement. Students work together with a local community, government, or business organization to prepare a professional research client report which helps the organization better understand the social or community problems it hopes to address, helps inform the organization’s strategic goals, and/or helps enhance the organization’s operations or services. Students draw upon academic training, local insights of people living and working in the community, personal reflections, and in-class discussions to guide these problem-solving efforts and other civic education experiences. Advanced Field Study embodies the School’s commitment to engaged scholarship, developing interdisciplinary approaches to social problems, and improving and making positive and lasting contributions to communities. Students must apply for acceptance into the program. Application materials are
Planning a Program of Study

Because there are many alternative ways to plan a program, some of which may require careful attention to specific major requirements, students should consult with the Social Ecology Student Services Office, 102 Social Ecology I, to design an appropriate program of study.

Students who elect one of the majors in the School of Social Ecology in their freshman year might begin by taking the introductory courses required by their major. It is a good idea to take these courses early because they include fundamental concepts that are widely applicable in more advanced courses. In addition, the lower-division writing requirement of the general education requirement (category I) should be completed during the first year. In the sophomore year, the student might complete three courses toward the general education requirement, four courses in their major, and four electives. Students who are planning to go on to graduate school can use their freshman and sophomore years to advantage by taking courses in theory, research methods, statistics, and other areas important to graduate study. In the junior and senior years, the student should take courses in the major area 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 planning a program of study that will ensure that major requirements are met prior to graduation.

Additional Curricular Options

Students in the School of Social Ecology may combine their course work with the following University programs and should consult an academic counselor for further information.

Campuswide Honors Program

The Campuswide Honors Program is available to selected high-achieving students from all academic majors from their freshman through senior years. For more information contact the Campuswide Honors Program, 1200 Student Services II; (949) 824-5461; honors@uci.edu; http://www.honors.uci.edu/.

School of Education

Students who plan to obtain a teaching credential or a higher degree in the field of education should consult with counselors in the UCI School of Education early in their college career. Students completing a degree program in the School of Social Ecology may qualify for a waiver of the Single Subject Credential Examination. For additional information about teaching credentials, refer to the School of Education (catalogue.uci.edu/previouseditions/2013-14/schoolofeducation) section.

UC Education Abroad Program

Upper-division students have the opportunity to experience a different culture while making progress toward degree objectives through the UC Education Abroad Program (EAP). UCEAP is an overseas study program which operates in cooperation with host universities and colleges in countries throughout the world. See http://www.studyabroad.uci.edu for additional information.

Interdisciplinary Minors

These minors are available to all UCI students. Information is available in other sections of the Catalogue, as noted.

The minor in Civic and Community Engagement seeks to provide students with the knowledge, skills, attitudes, and values to engage as citizens and active community members in the twenty-first century. The minor is distinguished both by what students learn, and by how they learn it. See the Interdisciplinary Studies (catalogue.uci.edu/previouseditions/2013-14/interdisciplinarystudies) section for information.

The minor in Conflict Resolution provides skills in conflict analysis and resolution and a useful understanding of integrative institutions at the local, regional, and international levels. See the School of Social Sciences (catalogue.uci.edu/previouseditions/2013-14/schoolofsocialsciences/theundergraduatemajorininternationalstudies/#minorstext) section for information.

The minor in Global Sustainability trains students to understand the changes that need to be made in order for the human population to live in a sustainable relationship with the resources available on this planet. See the Interdisciplinary Studies (catalogue.uci.edu/previouseditions/2013-14/interdisciplinarystudies) section for information.

The minor in Native American Studies is an interdisciplinary, interschool program which focuses on history, culture, religion, and the environment. See the Interdisciplinary Studies (catalogue.uci.edu/previouseditions/2013-14/interdisciplinarystudies) section for information.

Requirements for the Bachelor's Degree

All students must meet the University Requirements (catalogue.uci.edu/previouseditions/2013-14/informationforadmittedstudents/requirementsforabachelorsdegree).

School Requirements

The following School requirements apply to all Social Ecology majors except Psychology and Social Behavior:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CRM/LAW C7</td>
<td>Introduction to Criminology, Law and Society</td>
</tr>
<tr>
<td>PSY BEH 9</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY BEH 11A</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>PSY BEH 11B</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>PSY BEH 11C</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>SOCECOL E8</td>
<td>Introduction to Environmental Analysis and Design</td>
</tr>
<tr>
<td>PP&amp;D 4</td>
<td>Introduction to Urban Studies</td>
</tr>
<tr>
<td>SOCECOL 10</td>
<td>Statistical Design</td>
</tr>
<tr>
<td>SOCECOL 13</td>
<td>Statistical Analysis in Social Ecology</td>
</tr>
<tr>
<td>SOCECOL 194</td>
<td>Naturalistic Field Research</td>
</tr>
<tr>
<td>SOCECOL 195</td>
<td>Field Study (four units)</td>
</tr>
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</table>

One additional upper-division course (four units) chosen from any department in the School of Social Ecology or an additional four units of

SOCECOL 195.  

SOCECOL 198 and SOCECOL 199 may not be used to fulfill this requirement.

Students majoring in Psychology and Social Behavior are required to take PSY BEH 11A, PSY BEH 11B, PSY BEH 11C as a departmental
requirement, in lieu of SOCECOL E8 or PP&D 4, PSY BEH 9, and the additional upper-division course.

The following School requirements apply to Psychology and Social Behavior majors:

- SOCECOL 10: Research Design
- SOCECOL 13: Statistical Analysis in Social Ecology
- CRM/LAW C7: Introduction to Criminology, Law and Society
- SOCECOL 194W: Naturalistic Field Research
- SOCECOL 195: Field Study (four units)

Departmental Requirements: Refer to individual departments.

Grade Requirement
A minimum grade average of at least C (2.0) is required (1) overall; (2) in all courses required for the major program, including the School requirements; and (3) in the upper-division courses required for the major.

Overlap Restrictions

Double Majors. In order to double major within the School of Social Ecology, major requirements must be met for both majors without any overlap of upper-division courses.

Other Double Majors. In fulfilling degree requirements for multiple majors, a maximum of two courses may overlap between any two majors.

Major and Minor Requirements: In fulfilling minor requirements, a maximum of two courses may overlap between a major and a minor. No course overlap is permitted between minors.

Undergraduate Major in Social Ecology

Requirements for the B.A. Degree in Social Ecology

All students must meet the University Requirements (catalogue.uci.edu/previouseditions/2013-14/informationforadmittedstudents/requirementsforabachelorsdegree).

All students must meet the School Requirements.

Requirements for the Major

Ten upper-division courses (40 units) as specified below:

A. Three courses (12 units)—one course (numbered 100–193) selected from each of the three departments—Criminology, Law and Society; Planning, Policy, and Design; and Psychology and Social Behavior.

B. Seven additional courses (28 units) selected from Social Ecology or the departments of Criminology, Law and Society; Planning, Policy, and Design; and Psychology and Social Behavior. Course prerequisites established by the individual departments must be satisfied.

Students may petition to have two SOCECOL 199 courses (total of 8 units) count toward upper-division major credit, provided that the courses (1) were taken for a letter grade; (2) required a written term paper or research presentation at an academic conference; and (3) were taught by a Social Ecology faculty member whose name appears on a list maintained in the Social Ecology Student Services Office. Students may also petition graduate courses (numbered 200–209) to fulfill upper-division major requirements.

Graduate Programs

Graduate training in the School of Social Ecology is organized around the study of contemporary problems in the social and physical environment. Emphasis is placed primarily upon theory and research that have implications for policy and intervention. Problems are investigated from the complementary perspectives of a multidisciplinary faculty that includes specialists in social, developmental, clinical, environmental, and health psychology; urban and regional planning, public policy, and architecture; urban sociology; law and society; criminology; and public health.

Among issues of long-standing interest in the School are crime and justice in society, social influences on health and human development over the life course, and the effects of the physical environment on health and human behavior. The graduate curriculum emphasizes an interdisciplinary orientation, training students to draw upon the knowledge offered by several of the traditional academic fields in order to examine important social, legal, and environmental problems from a perspective of breadth as well as depth.

The School offers M.A., M.A.S., M.P.P., M.U.R.P., and Ph.D. degree programs. Doctoral students have the opportunity to pursue an individualized course of study in the principles and methods of social ecology for the Ph.D. in Social Ecology, a concentration in Epidemiology and Public Health, or a concentration in Environmental Analysis and Design. Additional degree programs offered are as follows: Ph.D. in Criminology, Law and Society; Ph.D. in Planning, Policy, and Design; and Ph.D. in Psychology and Social Behavior. Master’s degrees include the M.A. in Social Ecology; the M.A. in Social Ecology with a concentration in Demographic and Social Analysis; the Master of Advanced Studies (M.A.S.) in Criminology, Law and Society (an online degree program); the Master of Public Policy (M.P.P.); and the Master of Urban and Regional Planning (M.U.R.P.). In addition, many students in the Ph.D. programs in Criminology, Law and Society and in Psychology and Social Behavior obtain an M.A. in Social Ecology on the way to their Ph.D.

Social Ecology faculty members apply diverse methods of scientific inquiry to study social, behavioral, and environmental problems. Evaluation research, legal research, questionnaire and survey methods, field research, naturalistic observation, and quasi-experimental techniques receive emphasis along with behavioral laboratory experimentation. Collaborative research with faculty members is an important component of graduate education in the School.

A sampling of faculty research and teaching interests includes human stress; health promotion; biobehavioral bases of health and illness; program evaluation; economic change and behavioral disorders; a typical child development; adaptive aging; end-of-life medical decision-making; violence and aggression; legal sanctions and deterrence; the socio-cultural context of law; white-collar and organized crime; gangs; police work; wrongful conviction/miscarriages of justice; transitions to parenthood; personality and psychopathology; effects of chemical and social environments on early child development; urban growth management and policies; transportation policies; poverty and homelessness; community design and development; regional economic development; the use of scientific information in public policy formation and litigation; and the health impacts of work environments.

Admission

Students should submit their complete application file including the application form, transcripts, three letters of recommendation, and Graduate Record Examination (GRE) scores (see exceptions below) by December 15 if they are applying to the Department of Psychology and
Social Behavior, or by January 15 if they are applying to the Department of Criminology, Law and Society, or the Department of Planning, Policy, and Design.

GRE scores are not required for applicants to the M.A.S. in Criminology, Law and Society. However, applicants may submit them if they believe the scores will strengthen their file. Applicants must answer a short writing question provided by the M.A.S. Director and Admissions Committee. The deadline for M.A.S. applications is March 1 and specific program information is available at http://cismas.soceco.uci.edu/. Applicants may also contact the Assistant Director, Adrianna Lopez, at (949) 824-5462 or adriannl@uci.edu, for more information.

Applicants to the Master of Urban and Regional Planning should also submit the application form, transcripts, and three letters of recommendation but need not submit GRE scores if they are U.S. citizens or permanent residents whose cumulative grade point average is at least 3.3 on a 4-point scale. All other planning master applicants (including international students or those whose grade point average falls below the threshold) must include GRE scores. The deadline for Master of Urban and Regional Planning applications is January 15. For more information contact the Graduate Coordinator, Janet Gallagher, at janetg@uci.edu or at (949) 824-9849.

Career Opportunities
Ph.D. graduates enjoy a wide variety of career opportunities and have succeeded in obtaining positions in academic institutions such as Stanford University; Rutgers University; Johns Hopkins University; Temple University; University of California, Los Angeles; University of California, San Diego; University of Colorado; University of Kansas; University of Minnesota; University of Oregon; University of Wisconsin; Indiana University; Carnegie-Mellon University; University of Texas at Austin; Arizona State University; and City University of New York. Other graduates have established research and administrative careers in government agencies and private firms throughout the United States and Canada, including National Institutes of Health; Toronto Department of Public Health; Environmental Protection Agency; Centers for Disease Control; Food and Drug Administration; U.S. Department of Agriculture; Metropolitan Water District; Air Resources Board; Orange County Department of Health Services; United Cerebral Palsy Foundation; Philadelphia Geriatric Center; New Mexico Tumor Registry; Orange County Superior Court; Southern California Metropolitan Water District; and in marketing and research firms such as the Yankelovich Group and McGuire Environmental Consultants. Master of Urban and Regional Planning graduates are employed in top urban planning consulting firms and in cities and counties throughout California and beyond.

Master’s Programs

M.A. in Social Ecology

The M.A. degree in Social Ecology option is available to those students who have been admitted to one of the Ph.D. degree programs in Criminology, Law and Society; Psychology and Social Behavior; or Planning, Policy, and Design. In very rare circumstances a student may be admitted directly to the M.A. degree program in Social Ecology. Consult with the Graduate Student Services Office before submitting an application or for additional questions; telephone (949) 824-5918.

Each M.A. degree student is assigned a faculty advisor with whom the student discusses an individual program of education. The M.A. degree program in Social Ecology requires a thesis and satisfactory completion of seven approved courses (28 units), including the Seminar in Social Ecology (SOCECOL 200), Research Methods (CRM/LAW C201, PSY BEH P201, PP&D 297, or equivalent), and at least one additional approved course in statistics or methodology. Other courses should be selected with regard to the student’s academic and career objectives, and must be approved by the faculty advisor. The seven required courses must include at least five graduate courses and must be exclusive of any directed study, independent study, or thesis courses (SOCECOL 298, SOCECOL 299, or SOCECOL 295). A grade of B or better must be achieved in all courses. Students are advanced to candidacy for the M.A. degree, and a thesis committee is appointed, after a review of their graduate work and thesis plans by a faculty committee.

M.A. in Social Ecology with a Concentration in Demographic and Social Analysis

The M.A. in Social Ecology with a concentration in Demographic and Social Analysis offers training in the practical research skills needed to address analytical problems confronting society, business, government, and the nonprofit sector. The concentration emphasizes the Pacific Rim and issues defining Southern California’s population, such as immigration, changing household and family structure, racial and economic inequalities, and the impact of local and regional population growth. Informed by the interdisciplinary field of demography, the program draws on faculty and courses in the Schools of Social Ecology and Social Sciences.

The concentration in Demographic and Social Analysis offers the option of additional professional certification for doctoral students already admitted to the School of Social Ecology. Admission, core course, and thesis requirements are identical to those for the general M.A. in Social Ecology. In addition, students must complete 12 units of designated electives in population issues or research methods. Up to two upper-division undergraduate courses may be approved to fulfill the elective requirement. Students interested in this concentration should call the Graduate Student Services Office at (949) 824-5918 for more information.

Ph.D. Programs

The doctoral programs offered by the School of Social Ecology prepare students for academic careers in research and teaching. Graduates also are well qualified for employment in private or government agencies, where they can bring advanced academic training, strong methodological and statistical skills, and special expertise to such issues as environmental design; urban and regional planning; criminal justice; and social policies affecting mental and physical health across the life course. The normative time for completion of the Ph.D. degree is either five or six years, depending upon the specific program.

Each incoming Ph.D. student is assigned a faculty advisor with whom the student should meet at least once every quarter to discuss an individualized program of graduate education.

A student may be formally advanced to candidacy for the Ph.D. degree when all requirements except the dissertation have been completed, and when the student’s dissertation plan has been approved by the candidacy committee appointed by the School of Social Ecology, on behalf of the Dean of the Graduate Division and the Graduate Council. The student will appear before this committee for an oral examination. The dissertation plan will include a thorough examination of the history of the problem being proposed for investigation, its current status, the way in which the proposed research will further knowledge, a detailed specification of the proposed method of investigating the problem, and a description of the planned methods for analyzing the data collected. The normative time for advancement to candidacy is either three or four years, depending upon
the program. In no case will students be allowed to advance to candidacy after the end of their fifth year of study.

Formal advancement to candidacy for the Ph.D. degree will be approved by the Dean of the Graduate Division upon recommendation by a unanimous vote of the student’s candidacy committee. Alternatively, the committee may recommend a course of action to strengthen the student for advancement to candidacy at a future date. When the student is advanced to candidacy, a doctoral committee will be appointed on behalf of the Graduate Council. The doctoral committee, ordinarily consisting of three members of the faculty, will supervise the preparation and completion of the doctoral dissertation. The dissertation should be completed and accepted within one to two years, and no later than three calendar years after the student’s advancement to candidacy.

All Ph.D. students who have not been advanced to candidacy will be formally evaluated by members of the Social Ecology faculty at the end of each year. At that time, the faculty may recommend that the student continue toward the Ph.D. degree, complete the M.A. degree only, or cease graduate studies in the School. A negative evaluation at this point is evidence of failure to maintain satisfactory academic progress. Evaluation of Ph.D. students who have advanced to candidacy is the responsibility of the student’s doctoral dissertation committee.

**Ph.D. in Social Ecology**

The Ph.D. program in Social Ecology allows students to develop a tailored course of graduate study that draws upon the knowledge of several traditional academic disciplines. This is a small distinguished program intended for genuinely interdisciplinary doctoral students. The emphases of this training program are in keeping with the academic mission of the School, namely, its emphases on an ecological approach to research and policy, an interdisciplinary approach to research and community intervention, and the application of theory and research to community problem solving. Students are encouraged to integrate the diverse theoretical and methodological insights of several disciplines in order to analyze important social and environmental problems from a perspective of breadth as well as depth. In doing so, students gain familiarity with the classic and contemporary literature in social ecology and with the application of the ecological paradigm, as it has evolved in the natural and behavioral sciences. This program is ideally suited for independent students who wish to develop a unique interdisciplinary program of study in consultation with faculty from several departments. Students may elect to concentrate their interdisciplinary studies in the area of Epidemiology and Public Health, which is conducted in collaboration with faculty from the Program in Public Health.

Each incoming student takes Seminar in Social Ecology (SOCECOL 200), Research Methods (CRM/LAW C201, PSY BEH P201, PP&D 297, or equivalent), two approved quarters of graduate-level statistics, one additional approved research methods course, and six elective courses, chosen in consultation with the faculty advisor. The normative time for completion of the Ph.D. is five years, and the maximum time permitted is seven years. Students are encouraged to become involved in research in their first year of study by participating in the research projects of the faculty. Students complete a supervised research project before they begin work on their doctoral dissertation. Research is broadly construed to include experimental methods, questionnaire and interview studies, systematic field observation, secondary analyses, and legal analyses. This pre-dissertation research project should be completed during the second year in residence and must be evaluated and approved by a committee of three faculty members. Those students pursuing the Epidemiology and Public Health concentration must select six electives in epidemiology and public health, in consultation with their advisor. For additional information contact Stephanie Uiga, Graduate Student Affairs Officer in the Program in Public Health, at suiga@uci.edu or (949) 824-7095.

Students complete the breadth requirement during their third year of study. This is accomplished through successful completion of either a written comprehensive examination or the submission of a major paper or series of papers that intensively examine specific substantive problems and bodies of research. Preferably, the perspective taken should be multidisciplinary, but a single disciplinary approach is acceptable if it is more congruent with the student’s educational goals and is acceptable to the student’s committee. Each student’s plans for completing the breadth requirement are developed in collaboration with a committee of three Social Ecology faculty members. Students are encouraged to meet with this committee as early as possible during their graduate career and are required to do so no later than the third quarter of their second year. When the student’s plans have been approved and implemented, the examining committee will determine whether the breadth requirement was successfully completed, and will recommend additional academic work if it is deemed necessary. The normative time for advancement to candidacy is three years. The fourth, and possibly fifth, years of study are devoted to developing and defending a dissertation proposal and conducting dissertation research.

**Ph.D. in Social Ecology with a Concentration in Environmental Analysis and Design**

The doctoral concentration in Environmental Analysis and Design prepares students to conduct research on questions of vital importance to professionals in environmental analysis and evaluation and on related questions on the formulation of environmental and health policy. These questions reflect an overarching concern with the effects of the natural and built environments on the health and social well-being of humans.

This doctoral concentration particularly focuses on insights from a social ecological perspective. One of the concentration’s strengths is its research sequence which spans the disciplines within the School. Students are encouraged to take classes across the campus to improve their knowledge of related fields as well.

Students conduct analyses of sociocultural, behavioral, biological, chemical, and physical factors that influence health and well-being of humans, including public and private sector policy as well as the environment as a whole. They are also trained to evaluate the effectiveness of interventions designed to enhance the health of individuals and the community as a whole. The curriculum and diversity of faculty within the concentration afford unique opportunities for multidisciplinary research and training.

Potential employment sources for graduates include academic and research institutions; state and federal agencies; policy-making organizations; national, community, and workplace health-promotion programs; and a diverse range of consulting firms ranging from engineering to design.

Each incoming student takes the five core courses required of most Ph.D. students, noted earlier, and eight elective courses drawn from the focal areas within this concentration. The elective courses cover topics such as environmental health risks, behavioral epidemiology, demography, and technological hazards and change. The normative time for completion of the Ph.D. is five years, and the maximum time permitted is seven years. Students are expected to become involved in research activities in their first year of graduate study. Students complete
a supervised research project before they begin work on their doctoral dissertation. This predissertation research project should be completed during the second year in residence (preferably by the end of the winter quarter of the second year). The research project must be evaluated and approved by a committee of three faculty members. Students complete the breadth requirement, described earlier, during their third year of study. The normative time for advancement to candidacy is three years. The fourth and fifth years of study are devoted to developing and defending a dissertation proposal and conducting dissertation research.

Faculty

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Argyrios Ziogas, Ph.D. University of Southern California, Associate Adjunct Professor of Epidemiology
Courses

**SOCECOL E8. Introduction to Environmental Analysis and Design. 4 Units.**
Overview of general concepts, theoretical principles, and analytical techniques for investigating environmental systems. Integrates tools from natural and social sciences to analyze contemporary environmental challenges such as pollution, resource acquisition, facility and ecosystem design, impact assessments, formulation of environmental policy.

Restriction: Criminology, Law and Society, Social Ecology, Urban Studies, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment.

**(III)**

**SOCECOL 10. Research Design. 4 Units.**
An introduction to the logic behind and methods of designing and conducting research studies in Social Ecology. Topics include how to measure variables of interest, identifying causal relationships, sampling, survey research methods, experiments, quasi-experimental designs, and ethics in research. Course may be offered online.

Restriction: School of Social Ecology majors only.

**SOCECOL 13. Statistical Analysis in Social Ecology. 4 Units.**
Introduction to the techniques of statistical analysis in Social Ecology. Topics include probability, statistical inference, significance testing, univariate descriptive statistics, and multivariate analysis from an interdisciplinary perspective.

Prerequisite: SOCECOL 10.


Restriction: School of Social Ecology majors have first consideration for enrollment. No credit for SOCECOL 13 if taken concurrently with or after PSYCH 10A, ANTHRO 10A, SOCIOL 10A, POL SCI 10ABC, SOC SCI 9A, or SOC SCI 10A.

**(Va)**

**SOCECOL H20A. Honors: Critical Issues on the Social Sciences. 6 Units.**
Major themes, methods, and works in the social sciences from an interdisciplinary perspective. Each quarter focuses on a different topic. Weekly seminars emphasizing development of critical thinking skills and quantitative analysis through written work are integral to the course.

Prerequisite: SOC SCI H1E or SOCECOL H20A.

Same as SOC SCI H1F.

Restriction: Campuswide Honors Program students only.

**(III)**

**SOCECOL H20B. Honors: Critical Issues on the Social Sciences. 6 Units.**
Major themes, methods, and works in the social sciences from an interdisciplinary perspective. Each quarter focuses on a different topic. Weekly seminars emphasizing development of critical thinking skills and quantitative analysis through written work are integral to the course.

Prerequisite: SOC SCI H1F or SOCECOL H20A.

Same as SOC SCI H1G.

Restriction: Campuswide Honors Program students only.

**(III)**

**SOCECOL H20C. Honors: Critical Issues on the Social Sciences. 6 Units.**
Major themes, methods, and works in the social sciences from an interdisciplinary perspective. Each quarter focuses on a different topic. Weekly seminars emphasizing development of critical thinking skills and quantitative analysis through written work are integral to the course.

Prerequisite: SOC SCI H1F or SOCECOL H20B.

Same as SOC SCI H1G.

Restriction: Campuswide Honors Program students only.

**(III)**

**SOCECOL 74A. Moral Development and Just Communities. 4 Units.**
A three-quarter sequence exploring interpersonal, personal, and social issues based on principles of fairness and justice. Both the living environment of a University residence hall and selected institutions of society are analyzed in terms of moral development theory.

Grading Option: Pass/no pass only.

**SOCECOL 74B. Moral Development and Just Communities. 4 Units.**
A three-quarter sequence exploring interpersonal, personal, and social issues based on principles of fairness and justice. Both the living environment of a University residence hall and selected institutions of society are analyzed in terms of moral development theory.

Prerequisite: SOCECOL 74A.

Grading Option: Pass/no pass only.

**SOCECOL 74C. Moral Development and Just Communities. 4 Units.**
A three-quarter sequence exploring interpersonal, personal, and social issues based on principles of fairness and justice. Both the living environment of a University residence hall and selected institutions of society are analyzed in terms of moral development theory.

Prerequisite: SOCECOL 74B.

Grading Option: Pass/no pass only.

**SOCECOL 100. Special Topics in Social Ecology. 4 Units.**
Special topics courses are offered from time to time. In general they will focus on a topic from interdisciplinary perspectives. Course content varies with the interest of the instructor.

Repeatability: Unlimited as topics vary.

Restriction: School of Social Ecology majors only.
SOCECOL 111. Advanced Research Methods. 4 Units.
For students planning to conduct senior research projects or apply to graduate school in social research fields. Topics include reviewing literature, preparing a research proposal, protecting human subjects, citing scholarly work, building measures, estimating sample size, interview and presentation skills.
Prerequisite: SOCECOL 10 and SOCECOL 13.

SOCECOL E113. Social Ecology of Peace. 4 Units.
Examination of differing definitions of the problem of achieving peace and the special problems of seeking peace in the nuclear age.
Same as INTL ST 121.

SOCECOL E127. Nuclear Environments. 4 Units.
Understanding the impact of the nuclear age on the environment and human health through interrelated developments of nuclear power and nuclear weapons. The early years of weapon development, catastrophic environmental pollution, perils of nuclear power in the U.S. and Russia.
Same as INTL ST 122, PUBHLTH 168.

SOCECOL 131. Social Ecology of Health Promotion. 4 Units.
Core themes of Social Ecology are examined as they apply to major areas of health promotion research and practice. Students attend lectures and work collaboratively on team projects conducted in university and community settings.
Same as PUBHLTH 143.
Restriction: Public Health Sciences, Public Health Policy, and Social Ecology majors have first consideration for enrollment.

SOCECOL 150. Social Ecology of Technology. 4 Units.
Socio-ecological principles applied to technological change and innovation. Technological change as a result of interrelations between people and their socioeconomic environment. Organizational ecology of technology; life cycle concepts and history. Social ecology of technocapitalism and its networks.
Prerequisite: SOCECOL 10 and SOCECOL 13.

SOCECOL 181. Mentors in Higher Education. 4 Units.
Discussion of roles and functions of mentors in higher education. Specific mentoring issues include: personal skills, training, the sociocultural role of mentoring in higher education, student affirmative action, history and politics in higher education.

SOCECOL 183A. International Studies Forum. 2 Units.
A faculty-student forum featuring lecturers from a variety of institutions with discussion issues related to international studies.
Repeatability: May be taken for credit 4 times.
Same as SOC SCI 183A, HUMAN 183A, INTL ST 183A.
Restriction: School of Humanities, School of Social Ecology, International Studies, and Social Science majors have first consideration for enrollment.

SOCECOL 183B. Seminar in Mediation. 4 Units.
Student develop mediation skills and refine knowledge in the practice and theory of conflict resolution. Students who complete this course may serve as mediators in the Campus Mediation Program. Course is a prerequisite to completing Indep Study as an intern.
Same as HUMAN 183B, INTL ST 183B, SOC SCI 183B.
Restriction: School of Humanities, School of Social Ecology, International Studies, and Social Science majors have first consideration for enrollment.

SOCECOL 183C. Seminar in Conflict Resolution . 4 Units.
Designed for students pursuing the minor in Conflict Resolution and/or International Studies major. Provides a forum in which students will refine skills and theory in the study of cooperation and conflict, from local to global arenas. Students write research paper.
Same as SOC SCI 183C, HUMAN 183C.

SOCECOL 183CW. Seminar Conflict Resolution. 4 Units.
Designed for seniors who are pursuing the minor in Conflict Resolution and/or International Studies major. Provides a forum in which students will refine skills and theory in the study of cooperation and conflict, from local to global arenas. Students write.
Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.
Same as SOC SCI 183CW, HUMAN 183CW.

SOCECOL 186A. Senior Seminar on Global Sustainability I. 2 Units.
Students attend weekly seminar to discuss current issues in global sustainability. Weekly attendance at Global Sustainability Forum also is required. Seminar utilized to analyze forum presentations. Prepare bibliography.
Prerequisite: BIO SCI 65 and ENVIRON E20 and EARTHSS 10.
Grading Option: In progress only.
Same as BIO SCI 191A, EARTHSS 190A.
Restriction: Seniors only.

SOCECOL 186B. Senior Seminar on Global Sustainability II. 2 Units.
Students attend weekly seminar to discuss current issues in global sustainability. Weekly attendance at Global Sustainability Forum also is required. Seminar utilized to analyze forum presentations. Prepare research proposal.
Prerequisite: BIO SCI 191A or SOCECOL 186A or EARTHSS 190A.
Grading Option: In progress only.
Same as BIO SCI 191B, EARTHSS 190B.
Restriction: Seniors only.
SOCECOL 186C. Senior Seminar on Global Sustainability III. 4 Units.
Weekly seminar to discuss current issues in global sustainability. Weekly attendance at Global Sustainability Forum also is required. Seminar utilized to analyze forum presentations and to prepare senior research paper. Prepare/write research paper under the direction of a faculty member.

Prerequisite: BIO SCI 191B or EARTHSS 190B or SOCECOL 186B.
Same as EARTHSS 190C, BIO SCI 191C.
Restriction: Seniors only.

SOCECOL 186CW. Writing/Senior Seminar on Global Sustainability III. 4 Units.
Students attend weekly seminar to discuss current issues in global sustainability. Weekly attendance at Global Sustainability Forum also is required. Seminar utilized to analyze Forum presentations and to prepare senior research paper. Prepare/write research paper under direction of faculty member.

Prerequisite: BIO SCI 191B or EARTHSS 190B or SOCECOL 186B.
Satisfactory completion of the Lower-Division Writing requirement.
Same as BIO SCI 191CW, EARTHSS 190CW.
Restriction: Seniors only.

SOCECOL H190A. Honors Research. 4 Units.
Independent work on an individual research project in addition to participation in a mini proseminar in which faculty discuss their ongoing research. Students prepare a written proposal for a research project.

Restriction: Upper-division students only. Campuswide Honors Program students only.

SOCECOL H190B. Honors Research. 4 Units.
Independent work on an individual research project in addition to participation in a mini proseminar in which faculty discuss their ongoing research. Students prepare a written proposal for a research project.

Prerequisite: SOCECOL H190A.
Grading Option: Pass/no pass only.
Restriction: Upper-division students only. Campuswide Honors Program students only.

SOCECOL H190W. Honors Research. 4 Units.
Students write up their honors research project (H190A-B) and prepare an oral report which is presented at the honors seminar.

Prerequisite: SOCECOL H190B.
Restriction: Upper-division students only. Campuswide Honors Program students only.

SOCECOL 194W. Naturalistic Field Research. 4 Units.
Introduction to alternative models of experiential learning and to various methods of observation, assessment, and evaluation. Introduction to the nature of organizations and ethical issues that emerge from research and intervention in natural settings.

Prerequisite: SOCECOL 10. Satisfactory completion of the Lower-Division Writing requirement.
Restriction: School of Social Ecology majors.

SOCECOL 195. Field Study. 2-8 Units.
Naturalistic observation and analysis of social issues and problems in combination with experiential learning in field placement sites in the areas of psychology and social services, criminology, and environmental studies. Course may be offered online.

Prerequisite: SOCECOL 10 and SOCECOL 13.
Grading Option: Pass/no pass only.
Repeatability: May be taken for credit for 24 units.
Restriction: School of Social Ecology majors only. Upper-division students only.

SOCECOL 195A. Advanced Field Study. 4 Units.
While completing 10 hours of field work per week, students become acquainted with the goals and activities of their placement and will work closely with the placement supervisor and AFS instructor to identify the scope of a research project.

Prerequisite: SOCECOL 10 and SOCECOL 13. Acceptance to Advanced Field Study required.
Grading Option: Pass/no pass only.
Repeatability: May be taken for credit 2 times.
Restriction: School of Social Ecology majors only. Upper-division students only.

SOCECOL 195B. Advanced Field Study. 4 Units.
While completing 10 hours of field work per week, students implement their research project through data collection and observations which allow them to reflect on, apply, and synthesize their academic training through observations and experiences at the placement.

Prerequisite: SOCECOL 195A. Acceptance to Advanced Field Study required.
Grading Option: Pass/no pass only.
Repeatability: May be taken for credit 2 times.
Restriction: School of Social Ecology majors only. Upper-division students only.
SOCECOL 195C. Advanced Field Study. 4 Units.
While completing 10 hours per week of field work, students write and finalize their AFS Client Project in consultation with the placement and the FS instructor, and make a final written and oral presentation to the placement and invited guests.

Prerequisite: SOCECOL 195B. Acceptance to Advanced Field Study required.

Repeatability: May be taken for credit 2 times.

Restriction: School of Social Ecology majors only. Upper-division students only.

SOCECOL 198. Directed Study. 2-4 Units.
Directed study with Social Ecology faculty.

Repeatability: May be repeated for credit unlimited times.

SOCECOL 199. Special Studies. 1-4 Units.
Special Studies with Social Ecology faculty.

Repeatability: May be repeated for credit unlimited times.

Restriction: Upper-division students only.

SOCECOL 200. Seminar in Social Ecology. 4 Units.
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.

Restriction: Graduate students only.

SOCECOL 250. Environmental Policy and Global Sustainability. 4 Units.
Seminar organized around four transcendent questions: does the world value sustainability, what challenges must be met to move toward it, what are the roots of inequality, and is capitalism compatible with sustainability.

Same as PUBHLTH 241.

Restriction: Graduate students only.

SOCECOL 261. Strategies of Theory Development. 4 Units.
The goals of this course are (1) to examine key issues and controversies facing the development of social ecological theory, and (2) to encourage students to develop their own abilities as theorists. Strategies for enhancing creative hypothesis formation are emphasized.

SOCECOL 264A. Data Analysis. 4 Units.
Provides an appreciation and understanding of statistics necessary to conduct applied research. Topics include approaches to and presentation of data, robust statistics, standardization techniques, multivariate regression, and analysis of variance.

Restriction: Graduate students only.

SOCECOL 264B. Data Analysis. 4 Units.
Provides an appreciation and understanding of statistics necessary to conduct applied research. Topics include approaches to and presentation of data, robust statistics, standardization techniques, multivariate regression, and analysis of variance.

Prerequisite: SOCECOL 264A.

Restriction: Graduate students only.

SOCECOL 266B. Applied Logistic Regression. 4 Units.
Develops statistical models to be used where the dependent variable is dichotomous. Applications to be considered include cohort and case-control analyses.

Prerequisite: SOCECOL 264A and SOCECOL 264B.

SOCECOL 266C. Analysis of Statistical Power. 4 Units.
Statistical power is a crucial aspect of hypothesis testing. Students learn how to interpret statistical power; how to calculate statistical power for most common designs; and how to design experiments and quasi-experiments to optimize power.

Prerequisite: SOCECOL 264A and SOCECOL 264B.

Restriction: Graduate students only.

SOCECOL 266D. Analysis of Survival Data. 4 Units.
Provides an introduction to survival analysis methods for the analysis of change in discrete dependent variables. Focuses on data collection strategies for obtaining longitudinal data and continuous-time hazards models. Communicates the variety and power of multivariate hazard models.

SOCECOL 266E. Applied Longitudinal Data Analysis. 4 Units.
Longitudinal data feature measurements over a continuum and are often conceptualized as a trajectory describing the evolution of the response “over time.” Course emphasizes use of the linear mixed model for the analysis of normally distributed, longitudinal responses.

Prerequisite: SOCECOL 264B or PSY BEH P264B.

Restriction: Graduate students only.

SOCECOL 272A. Structural Equation Modeling I. 4 Units.
The general structural equation model is developed including path models, recursive and nonrecursive structural models, multiple indicator models, and confirmatory factor models. Use of LISREL and other software for estimating model parameters is covered.

Prerequisite: SOCECOL 264A and SOCECOL 264B.

SOCECOL 272B. Structural Equation Modeling II: Longitudinal and Advanced Topics. 4 Units.
Provides hands-on experience with longitudinal and advanced structural equation models and will be of interest to students from a range of disciplines. Topics covered include confirmatory factor, latent growth curve, general growth mixture, and multi-level modeling.

Prerequisite: SOCECOL 272A.

Restriction: Graduate students only.
SOCECOL 275. Special Topics in Social Ecology. 2-4 Units.
Topics covered vary with interests of the instructor.
Repeatability: Unlimited as topics vary.
Restriction: Graduate students only.

SOCECOL 291. Program Evaluation. 4 Units.
Students are introduced to the use of research techniques and statistical methods in assessing the effectiveness of social programs. Different evalutive models are discussed using examples of actual program evaluations.
Prerequisite: Two courses of graduate level statistics.
Restriction: Graduate students only.

SOCECOL 295. Masters Thesis Research & Writing. 1-8 Units.
Independent research with Social Ecology faculty.
Prerequisite: Advancement to candidacy.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

SOCECOL 296. Doctoral Dissertation Research & Writing. 1-12 Units.
Dissertation research with Social Ecology faculty.
Prerequisite: Advancement to Candidacy.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

SOCECOL 297. Field Study. 2-4 Units.
Field studies in Social Ecology.
Restriction: Graduate students only.

SOCECOL 298. Directed Studies. 2-4 Units.
Directed study with Social Ecology faculty.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

SOCECOL 299. Independent Study. 1-8 Units.
Independent study with Social Ecology faculty.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

SOCECOL 399. University Supervised Teaching. 2-4 Units.
Limited to Teaching Assistants.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.