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, 61 faculty, and more than 21,000 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 the Center for Evidence-Based Corrections (http://ucicorrections.seweb.uci.edu) website.

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. Law and culture has emerged as an exciting area of legal scholarship and UC Irvine already has significant strength in this area. More information is available at the Center in Law, Society and Culture (http://clsc.soceco.uci.edu) website.

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 the Center for Organizational Research (http://www.cor.web.uci.edu) website.

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 the Community Outreach Partnership Center (http://sites.uci.edu/copc) website.

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. The Center’s primary goals are to foster collaboration and communication among academics, legal professionals, policy makers, and the general public, and to address areas of inquiry where social sciences and legal systems intersect. Our mission is to bridge the gap between scientific evidence and public policy. More information is available at the Center for Psychology and Law (http://psychlaw.soceco.uci.edu) website.

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. The Center serves as the hub of a global network of academics and practitioners that study and develop solutions to human and environmental security challenges. Through basic, translational and applied research, we leverage emerging technologies to better understand and meet the most urgent needs of current and future generations. Our innovative education and learning programs inspire, train and develop future leaders and entrepreneurs to further this work throughout their lifetimes. More information is available at the Center for Unconventional Security Affairs (http://www.cusa.uci.edu) website.

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 the Newkirk Center for Science and Society (http://www.newkirckcenter.uci.edu) website.

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 the Community Outreach Partnership Center (http://sites.uci.edu/copc) website.

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 the Criminology Outreach Program (http://sociology.uci.edu/pages/criminology-outreach-program-cop) website.

The Field Study Program (SOCECOL 195 ) 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 community partners participating in the program. The students have a major presence in the community with over 900 students completing a minimum of 100 hours each year. In addition, students and community partners seeking an in-depth, three-quarter field study experience focused on civic and community engagement may wish to apply for Advanced Field Study (SOCECOL 195A , 195B , 195C ). More information is available at the Field Study Program (http://students.soceco.uci.edu/pages/field-study) website.

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 the Metropolitan Futures Initiative (http://socialecology.uci.edu/mfi) site.

The University of California, Irvine (UCI) is proud to offer a unique research opportunity for advanced undergraduate students studying at Historically Black Colleges and Universities (HBCUs) who are committed to pursuing doctoral education in Criminology, Law and Society (CLS) and Psychology and Social Behavior (PSB), the Summer Research Program in Social Ecology. The eight-week program at the UCI campus provides summer scholars with hands-on research experience, participation in graduate-style seminars, and experience disseminating scholarly research in academic forums. This program aims to build relationships with HBCU campus communities (faculty and students), strengthen pathways to graduate and professional programs at UCI, and promote academic careers. More information is available at the Summer Research Program (http://socialecology.uci.edu/mfi) website.

Degrees

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology, Law and Society</td>
<td>B.A., M.A.S., 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>
</tr>
<tr>
<td>Urban Studies</td>
<td>B.A.</td>
</tr>
</tbody>
</table>

Honors, Awards, and Scholarships

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 (http://students.soeeco.uci.edu/pages/frequently-asked-questions-faq) website. Other important factors are also considered visit at Honors Recognition (http://catalogue.uci.edu/previouseditions/2014-15/informationforadmittedstudents/academicadvisingandhonors/#honorsopportunitiestext).

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.

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 (p. 5)
• B.A. Social Ecology (p. 6)
• Social Ecology minor (p. 7)

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 the UCI Change of Major Criteria (http://www.changeofmajor.uci.edu) website.

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 (http://catalogue.uci.edu/previouseditions/2014-15/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 pre-professional experience and develop their career as well as their academic and research skills. The fields provided for field study include a wide range of problem-oriented institutions and agencies in both the private and public sector (e.g., Orange County Public Defender’s Office; California State Parks; United Cerebral Palsy of Orange County; 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 at the Field Study Program (http://fieldstudy.soceco.uci.edu) website.

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 available on our Field Study Program (http://fieldstudy.soceco.uci.edu) website.

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. In the plan, students are encouraged to include core courses for their major in their junior or early in their senior year.

**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; or visit the Campuswide Honors Program (http://www.honors.uci.edu) website.

**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 (http://catalogue.uci.edu/previouseditions/2014-15/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. Visit the Study Abroad Program (http://www.studyabroad.uci.edu) website 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 (http://catalogue.uci.edu/previouseditions/2014-15/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 (http://catalogue.uci.edu/previouseditions/2014-15/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 (http://catalogue.uci.edu/previouseditions/2014-15/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 (http://catalogue.uci.edu/previouseditions/2014-15/interdisciplinarystudies) section for information.

**Requirements for the Bachelor’s Degree**

All students must meet the University Requirements (http://catalogue.uci.edu/previouseditions/2014-15/informationforadmittedstudents/requirementsforabachelorsdegree).

**School Requirements**

**A. Three lower-division courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM/LAW C7</td>
<td>Introduction to Criminology, Law and Society</td>
</tr>
<tr>
<td>SOCECOL 10</td>
<td>Research Design</td>
</tr>
<tr>
<td>SOCECOL 13</td>
<td>Statistical Analysis in Social Ecology</td>
</tr>
</tbody>
</table>

**B. Select one of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY BEH 9</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY BEH 11B</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>PSY BEH 11C</td>
<td>Psychology Fundamentals</td>
</tr>
</tbody>
</table>

**C. Select one of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SOCECOL E8</td>
<td>Introduction to Environmental Analysis and Design</td>
</tr>
</tbody>
</table>
## PP&D 4
Introduction to Urban Studies

### D. One research course
SOCECOL 194W Naturalistic Field Research

### E. Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCECOL 195</td>
<td>Field Study (four units)</td>
</tr>
<tr>
<td>SOCECOL 195A</td>
<td>Advanced Field Study</td>
</tr>
<tr>
<td>SOCECOL 195B</td>
<td>Advanced Field Study</td>
</tr>
<tr>
<td>SOCECOL 195C</td>
<td>Advanced Field Study</td>
</tr>
</tbody>
</table>

### F. One additional upper-division course
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 or SOCECOL 195A, SOCECOL 195B, SOCECOL 195C.

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

### School requirements for Psychology and Social Behavior majors:

#### A. Psychology and Social Behavior major requirements

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<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>
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</tr>
</tbody>
</table>

#### B. Three lower-division courses

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<tr>
<td>SOCECOL 10</td>
<td>Research Design</td>
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<td>SOCECOL 13</td>
<td>Statistical Analysis in Social Ecology</td>
</tr>
<tr>
<td>CRM/LAW C7</td>
<td>Introduction to Criminology, Law and Society</td>
</tr>
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</table>

#### C. One research course
SOCECOL 194W Naturalistic Field Research

#### D. Select one of the following courses:

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<tr>
<td>SOCECOL 195C</td>
<td>Advanced Field Study</td>
</tr>
</tbody>
</table>

1. 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 or PSY BEH 11B or PSY BEH 11C, and the additional upper-division course.

### 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 (http://catalogue.uci.edu/previouseditions/2014-15/informationforadmittedstudents/requirementsforabachelorsdegree) . All students must meet the School Requirements (p. 5) .

#### 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.

Social Ecology Minor Requirements

A. Three lower-division courses (12 units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CRM/LAW C7</td>
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<tr>
<td>SOCECOL E8</td>
<td>Introduction to Environmental Analysis and Design</td>
</tr>
<tr>
<td>or PP&amp;D 4</td>
<td>Introduction to Urban Studies</td>
</tr>
</tbody>
</table>

Select one of the following courses:

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<tr>
<td>PSY BEH 11C</td>
<td>Psychology Fundamentals</td>
</tr>
</tbody>
</table>

B. Six upper-division courses (24 units):

Three courses (12 units). One upper-division course (numbered 100-196) selected from each of the three departments—Criminology, Law and Society; Planning, Policy, and Design; and Psychology and Social Behavior.

Three additional courses (12 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.

NOTE: Students pursuing a major in the School of Social Ecology may not use upper-division coursework for both school major or minor requirements. No overlap is permitted. SOCECOL 198 and SOCECOL 199 may not be applied toward the minor.

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; and criminology.

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 Epidemiology and Public Health; the Master of Advanced Studies (M.A.S.) in Criminology, Law and Society; 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/misdemeanors 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 Psychology and Social Behavior, Criminology, Law and Society, or Social Ecology Ph.D. program and by January 15 if they are applying to the Planning, Policy, and Design Ph.D. program.

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 the M.A.S. in Criminology, Law and Society (http://csmas.soceco.uci.edu) website. 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 (SOCCECOL 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 (SOCCECOL 298, SOCCECOL 299, or SOCCECOL 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 interdepartmental program of study in consultation with faculty from several departments.

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 from the Data Analysis, SE 264A and SE 264B, one additional approved research methods or statistics course, and a minimum of 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 predissertation research project should be completed during the second year in residence and must be evaluated and approved by a committee of three faculty members.

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

Dean B. Baker, M.D. University of California, San Diego, Professor of Medicine; Environmental Health Sciences; Program in Public Health

Mario Barnes, LL.M. University of Wisconsin-Madison, Professor of School of Law; Criminology, Law and Society (criminal law, constitutional law, critical race theory)

Scott Bartell, Ph.D. University of California, Davis, Associate Professor of Program in Public Health; Environmental Health Sciences; Epidemiology; Social Ecology; Statistics

Mary V. Basolo, Ph.D. University of North Carolina at Chapel Hill, Associate Professor of Planning, Policy, and Design

Susan C. Bibler Coutin, Ph.D. Stanford University, Associate Dean of the Graduate Division and Professor of Criminology, Law and Society; Anthropology; Culture and Theory (law, culture, immigration, human rights, citizenship, political activism, Central America)

Arnold Binder, Ph.D. Stanford University, Professor Emeritus of Criminology, Law and Society (research methodology, juvenile delinquency, police organization and methods)

Bruce Blumberg, Ph.D. University of California, Los Angeles, Professor of Developmental and Cell Biology; Biomedical Engineering; Environmental Health Sciences; Pharmaceutical Sciences (gene regulation by nuclear hormone receptors in vertebrate development physiology, endocrine disruption)

Scott A. Bollens, Ph.D. University of North Carolina at Chapel Hill, Drew, Chace and Erin Warmington Chair in the Social Ecology of Peace and International Cooperation and Professor of Planning, Policy, and Design

Stephen C. Bondy, Ph.D. University of Birmingham, Professor of Medicine; Environmental Health Sciences; Pharmacology; Program in Public Health

Tim-Allen Bruckner, Ph.D. University of California, Berkeley, Assistant Professor of Program in Public Health; Planning, Policy, and Design

Jan K. Brueckner, Ph.D. Stanford University, Department Chair and Professor of Economics; Planning, Policy, and Design

Vincent J. Caiozzo, Ph.D. University of California, Irvine, Professor in Residence of Orthopaedic Surgery; Environmental Health Sciences; Physiology and Biophysics

Kitty C. Calavita, Ph.D. University of Delaware, Professor Emerita of Criminology, Law and Society; Sociology (sociology of law, criminology, social deviance, immigration, inequality)

Belinda Campos, Ph.D. University of California, Berkeley, Associate Professor of Chicano/Latino Studies; Psychology and Social Behavior (culture, relationships, positive emotion, health)

Sarah L. Catz, J.D. Santa Clara University, Lecturer of Planning, Policy, and Design

Elizabeth E. Cauffman, Ph.D. Temple University, UCI Chancellor's Fellow and Professor of Psychology and Social Behavior; Education; Psychology and Social Behavior; School of Law (adolescent development, mental health, juvenile justice, legal and social policy)

Jefferson Chan, Ph.D. University of California, San Francisco, Associate Professor of Pathology and Laboratory Medicine; Environmental Health Sciences
Susan T. Charles, Ph.D. University of Southern California, **UCI Chancellor's Fellow** and **Professor of Psychology and Social Behavior** (emotional processes across the adult life span, subjective experience and cognitive processes, health and emotion)

Chuansheng Chen, Ph.D. University of Michigan, **Professor of Psychology and Social Behavior; Education** (cross-cultural psychology, adolescent development, cognitive neuroscience, genes and behavior)

Jacqueline Chen, Ph.D. University of California, Santa Barbara, **Assistant Professor of Psychology and Social Behavior** (experimental social psychology, diversity and intergroup relations, social cognition, cultural psychology)

Joey Cheng, Ph.D. University of British Columbia, **Assistant Professor of Psychology and Social Behavior** (social hierarchies, psychology of social status, nonverbal cues of power and status, social contagion)

Kenneth S. Chew, Ph.D. University of California, Berkeley, **Senior Lecturer of Planning, Policy, and Design**

Simon A. Cole, Ph.D. Cornell University, **Professor of Criminology, Law and Society; History** (science, technology, law, criminal justice)

Ross F. Conner, Ph.D. Northwestern University, **Professor Emeritus of Planning, Policy, and Design**

William J. Cooper, Ph.D. University of Miami, **Professor of Civil and Environmental Engineering; Chemical Engineering and Materials Science; Planning, Policy, and Design** (environmental chemistry, advanced oxidation processes for water treatment, aquatic photochemistry of carbon cycling)

Thomas J. Crawford, Ph.D. Harvard University, **Senior Lecturer with Security of Employment Emeritus of Psychology and Social Behavior** (attitude theory and social problems research)

Elliott P. Currie, Ph.D. University of California, Berkeley, **Professor of Criminology, Law and Society** (criminal justice policy in the U.S. and other countries, causes of violent crime, social context of delinquency and youth violence, etiology of drug abuse and assessment of drug policy, race and criminal justice)

Teresa A. Dalton, Ph.D. University of Denver, **Lecturer with Potential Security of Employment of Criminology, Law and Society** (quantitative methodology, criminology, law and social sciences)

Ralph J. Delfino, M.D., Ph.D. McGill University, **Professor in Residence of Epidemiology; Environmental Health Sciences**

Joseph Di Mento, Ph.D. University of Michigan, **Professor of School of Law; Criminology, Law and Society; Paul Merage School of Business; Planning, Policy, and Design** (planning, land use and environmental law, use of social science in policy making, legal control of corporate behavior)

Sally S. Dickerson, Ph.D. University of California, Los Angeles, **Associate Professor of Psychology and Social Behavior** (health psychology, stress physiology, effects of social and emotional processes on physiology and health)

Peter H. Ditto, Ph.D. Princeton University, **Professor of Psychology and Social Behavior** (social psychology, judgment and decision making, political and moral reasoning)

John D. Dombrink, Ph.D. University of California, Berkeley, **Professor of Criminology, Law and Society; Sociology** (crime and criminal justice, deviance and social control)

C. David Dooley, Ph.D. University of California, Los Angeles, **Professor Emeritus of Psychology and Social Behavior** (community psychology, epidemiology, economic change)

Greg Duncan, Ph.D. University of Michigan, **UCI Distinguished Professor of Education; Economics; Psychology and Social Behavior** (economics of education, program evaluation, child development)

Derek Dunn-Rankin, Ph.D. University of California, Berkeley, **Professor of Mechanical and Aerospace Engineering; Civil and Environmental Engineering; Environmental Health Sciences** (combustion, optical particle sizing, particle aero-dynamics, laser diagnostics and spectroscopy)

Jacquelynne S. Eccles, Ph.D. University of California, Los Angeles, **UCI Distinguished Professor of Education; Psychology and Social Behavior** (academic motivation and achievement, school and family influences on adolescent development, gender and ethnicity in STEM fields)

Rufus D. Edwards, Ph.D. Rutgers, The State University of New Jersey, **Associate Professor of Program in Public Health; Environmental Health Sciences; Epidemiology**

David Feldman, Ph.D. University of Missouri-Columbia, **Professor of Planning, Policy, and Design; Political Science**

Martha S. Feldman, Ph.D. Stanford University, **Roger W. and Janice M. Johnson Chair in Civic Governance and Public Management and Professor of Planning, Policy, and Design; Paul Merage School of Business; Political Science; Sociology**

Catherine Fisk, J.D. University of California, Berkeley, **UCI Chancellor's Professor of School of Law; Criminology, Law and Society; History** (labor and employment law, civil rights)
Michelle Fortier, Ph.D. University of Nebraska, Assistant Professor in Residence of Anesthesiology and Perioperative Care; Psychology and Social Behavior (pediatric pain management, pediatric oncology, family-centered medicine, complementary and alternative medicine (CAM), health information technology, coping with illness-related Stress)

Ajay Garde, Ph.D. University of Southern California, Associate Professor of Planning, Policy, and Design

Howard A. Gillman, Ph.D. University of California, Los Angeles, Provost and Interim Chancellor and Professor of Political Science; Criminology, Law and Society; History; School of Law

Wendy A. Goldberg, Ph.D. University of Michigan, Professor of Psychology and Social Behavior; Education (developmental psychology, work and family, infant sleep, transition to parenthood, autism)

Michael R. Gottfredson, Ph.D. University at Albany, State University of New York, Professor of Criminology, Law and Society (criminology, theory, crime, policy)

Ellen Greenberger, Ph.D. Harvard University, Professor Emerita of Psychology and Social Behavior (developmental psychology, social and cultural influences on adolescent and young adult development, family relationships and consequences throughout the lifespan)

Sora Han, Ph.D. University of California, Santa Cruz, Assistant Professor of Criminology, Law and Society; African American Studies; Culture and Theory (law and popular culture, critical race theory, philosophies of punishment, feminism and psychoanalysis)

Jutta Heckhausen, Ph.D. University of Strathclyde, Professor of Psychology and Social Behavior (life-span developmental psychology, motivation, individual agency and social context)

Barb J. Heine, Ph.D. Saint Louis University, Lecturer of Psychology and Social Behavior

John Hipp, Ph.D. University of North Carolina at Chapel Hill, UCI Chancellor’s Fellow and Professor of Criminology, Law and Society; Sociology (community context of crime, household decisions and neighborhood change, research methods)

John D. Houston, Ph.D. University of California, Los Angeles, Assistant Professor of Planning, Policy, and Design

Clarence Ronald Huff, Ph.D. Ohio State University, Professor Emeritus of Criminology, Law and Society (criminology and public policy, wrongful convictions, gangs)

Helen Ingram, Ph.D. Columbia University, UCI Endowed Chair and Professor Emerita of Planning, Policy, and Design

Larry D. Jamner, Ph.D. State University of New York at Stony Brook, Professor of Psychology and Social Behavior (health psychology, psychophysiology, pain, mHealth)

Valerie Jenness, Ph.D. University of California, Santa Barbara, Dean of the School of Social Ecology and Professor of Criminology, Law and Society; Sociology (links between deviance and social control (especially law), the politics of crime control and criminalization, social movements and social change, corrections and public policy)

Paul D. Jesilow, Ph.D. University of California, Irvine, Professor of Criminology, Law and Society (healthcare regulation, in particular the role of fraud; the police, in particular police-community relations)

C. Sunny Jiang, Ph.D. University of South Florida, Professor of Civil and Environmental Engineering; Environmental Health Sciences (water pollution microbiology, environmental biotechnology, aquatic microbial ecology)

Jae H. Kim, Ph.D. University of Illinois at Urbana-Champaign, Assistant Professor of Planning, Policy, and Design

Virginia Kimonis, M.D. University of Southampton, Professor of Pediatrics; Environmental Health Sciences

Michael T. Kleinman, Ph.D. New York University, Adjunct Professor of Community & Environ Medicine; Environmental Health Sciences; Program in Public Health

Charis E. Kubrin, Ph.D. George Washington University, Professor of Criminology, Law and Society; Sociology (crime, neighborhood effects and social processes, race/ethnicity and violence, immigration and crime)

Charles E. Lambert, Ph.D. University of California, Irvine, Assistant Adjunct Professor of Environmental Health Sciences

Raul P. Lejano, Ph.D. University of California, Los Angeles, Professor Emeritus of Planning, Policy, and Design

Linda J. Levine, Ph.D. University of Chicago, Professor of Psychology and Social Behavior (bias in predicted and remembered emotion, how emotions influence the features of events people attend to and remember, the development of children’s ability to regulate emotion)

Charles L. Limoli, Ph.D. University of California, San Diego, Professor of Radiation Oncology; Environmental Health Sciences
Elizabeth F. Loftus, Ph.D. Stanford University, *UCI Distinguished Professor of Psychology and Social Behavior; Cognitive Sciences; Criminology, Law and Society; School of Law* (cognitive psychology, human memory, psychology and law)

Bryce C. Lowery, M.S. California State Polytechnic University, Pomona, *Lecturer of Planning, Policy, and Design*

Ulrike Luderer, M.D., Ph.D. Northwestern University, *Professor of Medicine; Developmental and Cell Biology; Environmental Health Sciences; Program in Public Health* (reproductive toxicology, developmental toxicology, developmental basis of ovarian toxicity, ovarian cancer)

Angela F. Lukowski, Ph.D. University of Minnesota, *Assistant Professor of Psychology and Social Behavior* (memory development in infancy and early childhood, individual differences in long-term memory in infancy, the impact of sleep on cognitive functioning from infancy to adulthood)

Mona Lynch, Ph.D. University of California, Santa Cruz, *Professor of Criminology, Law and Society; School of Law* (law and society, psychology and law, punishment and society, race and criminal justice)

Salvatore R. Maddi, Ph.D. Harvard University, *Professor of Psychology and Social Behavior* (personality, psychopathology, health psychology, creativity)

Elizabeth Martin, Ph.D., University of Missouri, *Assistant Professor of Psychiatry and Human Behavior* (transdiagnostic emotional and social functioning, affective control and regulation, relations between affect and cognition)

Richard A. Matthew, Ph.D. Princeton University, *Professor of Planning, Policy, and Design*

William M. Maurer, Ph.D. Stanford University, *Dean of the School of Social Sciences and Professor of Anthropology; Criminology, Law and Society; Culture and Theory; School of Law* (anthropology of law, globalization, Caribbean, anthropology of money and finance, gender and kinship)

Cheryl Lee Maxson, Ph.D. University of Southern California, *Associate Professor of Criminology, Law and Society* (crime and delinquency, youth violence, street gangs, juvenile justice system and policing)

Sanjoy Mazumdar, Ph.D. Massachusetts Institute of Technology, *Professor of Planning, Policy, and Design; Asian American Studies*

Richard D. McCleary, Ph.D. Northwestern University, *Professor of Criminology, Law and Society; Planning, Policy, and Design* (criminal justice, research methodology, statistics)

Stephanie McEwan, Psy.D. United States International University, J.D. American College School of Law, *Lecturer of Psychology and Social Behavior* (neurosciences, clinical psychology, sport psychology, psychopathology, psychoanalytic psychotherapy, psychoanalysis and emergency trauma)

Michael G. McNally, Ph.D. University of California, Irvine, *Professor of Civil and Environmental Engineering; Planning, Policy, and Design* (travel behavior, transportation systems analysis)

James W. Meeker, Ph.D. State University of New York at Buffalo, *Professor of Criminology, Law and Society; Sociology* (sociology of law, criminal justice, research methodology, statistics, access to civil justice)

David S. Meyer, Ph.D. Boston University, *Professor of Sociology; Planning, Policy, and Design; Political Science* (social movements, public policy, peace and war, social justice)

Raymond W. Novaco, Ph.D. Indiana University, *Professor of Psychology and Social Behavior* (anger, violence, stress, trauma, and interventions)

Oladele A. Ogunseitan, Ph.D. University of Tennessee, *Professor of Program in Public Health; Environmental Health Sciences*

Judith Olson, Ph.D. University of Michigan, *Donald Bren Professor of Information & Computer Sciences and Professor of Informatics; Paul Merage School of Business; Planning, Policy, and Design* (interactive and collaborative technology, human-computer interaction, computer-supported cooperative work)

Kathryn Osann, Ph.D. University of California, Berkeley, *Adjunct Professor of Medicine; Environmental Health Sciences*

Joan R. Petersilia, Ph.D. University of California, Irvine, *Professor Emerita of Criminology, Law and Society* (program evaluation, public policy, juvenile justice)

Mark P. Petracca, Ph.D. University of Chicago, *Associate Professor of Political Science; Planning, Policy, and Design*

Robert F. Phalen, Ph.D. University of Rochester, *Professor of Medicine; Environmental Health Sciences*

Paul Piff, Ph.D. University of California, Berkeley, *Assistant Professor of Psychology and Social Behavior* (social hierarchy, emotion, uncertainty, nature, groups, prosocial behavior, ethics, morality)

Seth D. Pipkin, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Planning, Policy, and Design*

Henry N. Pontell, Ph.D. State University of New York at Stony Brook, *Professor of Criminology, Law and Society; Sociology* (white-collar and corporate crime, criminology, criminal justice, deviance and social control, sociology of law)
Joann Prause, Ph.D. University of California, Irvine, Senior Lecturer of Psychology and Social Behavior (statistics, quantitative epidemiology, employment typology)

Sarah D. Pressman, Ph.D. University of Pittsburgh, Assistant Professor of Psychology and Social Behavior (health psychology, positive emotions, stress physiology, psychosocial effects on physiology and health)

Jodi A. Quas, Ph.D. University of California, Davis, Professor of Psychology and Social Behavior (memory development, children’s involvement in the legal system)

John L. Redpath, Ph.D. University of Newcastle, Professor Emeritus of Radiation Oncology; Environmental Health Sciences

Stephanie Reich, Ph.D. Vanderbilt University, Associate Professor of Education; Psychology and Social Behavior (child development, parenting, peer interactions, media, program evaluation)

Keramet A. Reiter, Ph.D. University of California, Berkeley, Assistant Professor of Criminology, Law and Society; School of Law (prisons, legal history, criminal justice policy, criminal and civil rights law, law and society)

Maria G. Rendon, Ph.D. Harvard University, Assistant Professor of Planning, Policy, and Design; Sociology

Karen S. Rook, Ph.D. University of California, Los Angeles, Professor of Psychology and Social Behavior (gerontology, social relationships and health)

Shawn W. Rosenberg, M.S. Oxford University, Professor of Political Science; Psychology and Social Behavior (political psychology, deliberative democracy, ideology, social theory, social and development psychology)

Michael Ruane, M.A. University of California, Los Angeles, Lecturer of Planning, Policy, and Design

Ruben G. Rumbaut, Ph.D. Brandeis University, Professor of Sociology; Criminology, Law and Society; Education (international migration, immigration laws, criminalization, incarceration, inequality)

Jean-Daniel M. Saphores, Ph.D. Cornell University, Professor of Civil and Environmental Engineering; Economics; Planning, Policy, and Design (transportation economics, planning and policy, environmental and natural resource economics and policy, quantitative methods)

Sabrina E. Schuck, Ph.D. University of California, Riverside, Health Sciences Assistant Clinical Professor of Pediatrics; Psychology and Social Behavior (ADHD, autistic spectrum disorders, disorders of reading and written language, human-animal intervention, non-pharmacological treatment of disruptive behavior, cognitive-behavioral school-based and family-based interventions)

Donna Schuele, Ph.D. University of California, Berkeley, Lecturer with Potential Security of Employment of Criminology, Law and Society (law and society, American legal/constitutional history, constitutional law, civil rights and civil liberties, women and law, crime and gender, judicial process and politics, California legal history)

Nicholas I. Scurich, Ph.D. University of Southern California, Assistant Professor of Psychology and Social Behavior; Criminology, Law and Society (judgment and decision making, juridical proof, violence risk assessment)

Carroll S. Seron, Ph.D. New York University, Professor of Criminology, Law and Society; School of Law; Sociology (sociology of law, sociology of professions, law and society, sociology of legal profession, methods and police misconduct)

Ronald C. Shank, Ph.D. Massachusetts Institute of Technology, Professor Emeritus of Medicine; Environmental Health Sciences

Roxane C. Silver, Ph.D. Northwestern University, Professor of Psychology and Social Behavior; Program in Public Health (coping with traumatic life events (personal losses and collective traumas), stress, social psychology, health psychology)

David A. Smith, Ph.D. University of North Carolina at Chapel Hill, Professor of Sociology; Planning, Policy, and Design (world systems analysis, urbanization, development, comparative-historical sociology, dependent development in east asia)

David M. Snow, J.D. Loyola Marymount University, Lecturer of Planning, Policy, and Design

Ann Southworth, J.D. Stanford University, Professor of School of Law; Criminology, Law and Society

Eric Spangenberg, Ph.D. University of Washington, M.B.A. Portland State University, Dean of The Paul Merage School of Business and Professor of Paul Merage School of Business; Psychology and Social Behavior (sensory cues in the retail environment and the effects of self-prediction on behavior)

Mark Steyvers, Ph.D. Indiana University, Professor of Cognitive Sciences; Psychology and Social Behavior (wisdom of crowds, aggregating human judgments, computational models of the mind, machine learning and statistics, memory and decision making)

Daniel S. Stokols, Ph.D. University of North Carolina at Wilmington, Professor Emeritus of Psychology and Social Behavior; Epidemiology; Planning, Policy, and Design; Program in Public Health (environmental psychology, science of team science, transdisciplinary public health)

Luis Suarez-Villa, Ph.D. Cornell University, Professor of Planning, Policy, and Design
Naomi Sugie, Ph.D. Princeton University, Assistant Professor of Criminology, Law and Society; Sociology (sociology of crime and punishment, inequality, families, criminal justice policy, methods, new technologies for data collection)

Bryan Sykes, Ph.D. University of California, Berkeley, Assistant Professor of Criminology, Law and Society; Sociology (demography, criminology, research methods, health, social inequality, statistics)

Shauhin A. Talesh, J.D. University of Connecticut, Acting Professor of School of Law; Criminology, Law and Society; Sociology (civil procedure, consumer law, insurance, business organizations, empirical legal studies, law and society)

William C. Thompson, Ph.D. Stanford University, Professor of Criminology, Law and Society; Psychology and Social Behavior; School of Law (psychology and law, criminal justice, forensic science, expert evidence, human judgment and decision making, use of social science in appellate litigation)

Kara L. Thorsen, Ph.D. University of California, Irvine, Lecturer of Social Ecology

George E. Tita, Ph.D. Carnegie Institute of Technology, Professor of Criminology, Law and Society; Planning, Policy, and Design (criminology, community context of violence, urban youth gangs, homicide studies)

Christopher L. Tomlins, Ph.D. Johns Hopkins University, UCI Chancellor's Professor of School of Law; Criminology, Law and Society (law and humanities, law and society, legal history)

Rudolfo D. Torres, Ph.D. Claremont Graduate University, Professor of Planning, Policy, and Design; Culture and Theory

Susan F. Turner, Ph.D. University of North Carolina at Chapel Hill, Professor of Criminology, Law and Society (sentencing and corrections, applied research methods)

Kristin E. Turney, Ph.D. University of Pennsylvania, Assistant Professor of Sociology; Criminology, Law and Society (social inequality, family demography, population health, incarceration and punishment, intergenerational transmission of disadvantage, child well-being)

Benjamin van Rooij, Ph.D., John S. and Marilyn Long Chair in U.S.-China Business and Law and Professor of Criminology, Law and Society; School of Law

Deborah Lowe Vandell, Ph.D. Boston University, Dean of the School of Education and Professor of Education; Psychology and Social Behavior (P-20 education, longitudinal studies of development)

Kerry Vandell, Ph.D. Massachusetts Institute of Technology, Professor of Paul Merage School of Business; Planning, Policy, and Design; School of Law

Veronica M. Vieira, D.Sc. Boston University, Associate Professor of Program in Public Health; Environmental Health Sciences

James D. Vigil, Ph.D. University of California, Los Angeles, Professor Emeritus of Criminology, Law and Society (urban research, urban poverty, culture change, socialization and education, psychological anthropology, street gangs in cross-cultural perspective, Mexico and U.S. southwestern ethnohistory, comparative ethicity)

Linda T. Võ, Ph.D. University of California, San Diego, Associate Professor of Asian American Studies; Culture and Theory; Planning, Policy, and Design; Sociology (race and ethnic relations, immigrants and refugees, gender relations, community and urban studies)

Geoff Ward, Ph.D. University of Michigan, Associate Professor of Criminology, Law and Society; Sociology (race relations, courts and sentencing, juvenile justice, social movements, justice workers)

Carol K. Whalen, Ph.D. University of California, Los Angeles, Professor Emerita of Psychology and Social Behavior (developmental psychopathology, childhood behavior disorders, child therapies, health psychology)

Jun Wu, Ph.D. University of California, Los Angeles, Associate Professor of Program in Public Health; Environmental Health Sciences

Ilona S. Yim, Ph.D. University of Trier, Associate Professor of Psychology and Social Behavior (stress, pregnancy and postpartum depression, biopsychology of stress, developmental psychobiology)

Joanne F. Zinger, Ph.D. University of California, Riverside, Lecturer with Security of Employment of Psychology and Social Behavior (expressive writing, meta-analysis, positive psychology, health psychology, preventive medicine, educational psychology)
Criminology, Law and Society Courses

CRM/LAW C7. Introduction to Criminology, Law and Society. 4 Units.
Introduces characteristics of the U.S. criminal justice system, including responses to crime, components of the system, and current challenges to the system. Examines structure and function of police and courts, criminal procedure, and sentencing and incarceration policies. Course may be offered online.

Restriction: Criminology, Law and Society, Social Ecology, Urban Studies, and Psychology and Social Behavior majors have first consideration for enrollment.

CRM/LAW C10. Fundamentals of Criminology, Law and Society. 4 Units.
Introduces three interdisciplinary literatures—criminology, socio-legal studies, and justice studies. Focuses on theoretical and empirical work addressing law making, law breaking, and legal systems.

Prerequisite: CRM/LAW C7.

CRM/LAW C40. Forms of Criminal Behavior. 4 Units.
Undergraduates are introduced to the subjects of crime and criminal behavior. Topics include "street" and "white-collar" crimes. Histories of the offenses, the types of people who commit the crimes, and society's reactions to the offenses are presented.

CRM/LAW C100. Special Topics in Criminology, Law and Society. 4 Units.
Special topic courses are offered from time to time. Course content varies with interest of the instructor.

Prerequisite: CRM/LAW C7.
Repeatability: Unlimited as topics vary.

CRM/LAW C101. American Law. 4 Units.
Introduction to substantive and procedural law governing private dispute resolution, including common law (tort, property, contracts), lawsuits (civil procedure), and alternative dispute resolution; emphasis on the socio-legal ramifications of private disputes, particularly the modern tort system and tort reform movement.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.
Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C102. Introduction to the Comparative Study of Legal Cultures. 4 Units.
Traces the anthropological and comparative cultural study of law from the nineteenth century to the present; briefly surveys the diversity of recorded legal cultures and critically examines key concepts which have been used to describe and classify them.

Same as INTL ST 124A.
Restriction: Criminology, Law and Society, Social Ecology, and International Studies majors have first consideration for enrollment.

CRM/LAW C103. American Legal Thought. 4 Units.
Evolution of legal thought in socio-historical context from nineteenth century to present; emphasizes the rise and fall of legal classicism and modern socio-legal critiques, including the law and society movement, critical legal studies, feminist legal theory, and critical race studies.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C104. Sociology of Law. 4 Units.
Examines law creation and law enforcement in their social and political context. Discusses the major theories of law and the modern state, and presents case studies in order to evaluate the strengths and weaknesses of these theoretical perspectives.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.
Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.
CRM/LAW C105. Psychology and the Law. 4 Units.
Psychological assumptions of American legal system and mental health aspects of provision of criminal justice services. Civil commitment, insanity defense, competence to stand trial, jury selection, eye-witness identification. Use of police, courts, correctional institutions in prevention of behavior disorder.

Prerequisite: CRM/LAW C7 or CRM/LAW C101.

Same as PSY BEH 193E.

Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.

CRM/LAW C106. Crime and Public Policy. 4 Units.
Explores nature and dimensions of crime in America and uses and limits of various strategies to control it. Topics include growth of imprisonment, the problem of domestic violence, the death penalty, gun control, and the potential of crime prevention programs.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C107. Deviance. 4 Units.
Perspectives on deviance and criminality in behavior, institution, community, and myth. The suitability of contemporary theories of deviant behavior.

Same as SOCIOL 156, PSYCH 177D.

Restriction: Criminology, Law and Society, Social Ecology, Sociology, and Psychology majors have first consideration for enrollment.

CRM/LAW C108. Criminological Theory. 4 Units.
Explores the question of crime causation from a number of theoretical perspectives in the social sciences. Schools of thought examined include utilitarianism, positivism, human ecology, social structural approaches, social process (learning) theories, labeling, and radical-critical (political) perspectives.

Prerequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C109. Juvenile Delinquency. 4 Units.
Patterns of delinquent behavior, theories that explain behavior, current research aimed at enhancing exploratory power. Attempts to prevent and control delinquency are put in historical perspective. Development of the current juvenile justice system and evolution of modern juvenile law.

Prerequisite: CRM/LAW C7.

Same as PSY BEH 193B.

Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.

CRM/LAW C110. Community Context of Crime. 4 Units.
Examines the social context of high-crime communities, with special emphasis on the problems of poverty, joblessness, economic inequality, and racial discrimination. Assesses debates on the causes of these problems, and on the most effective policies to combat them.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C111. Theories of Punishment. 4 Units.
Survey of the various schools of thought regarding formal punishment theory. The purposes of legal sanctions are examined, including those of deterrence, rehabilitation, retribution, and incapacitation. Considers problems in realizing formal goals of punishment in practice.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C112. Legal Sanctions and Social Control. 4 Units.
Examination of criminal sanctions as mechanisms of social control. Includes the nature, function, and organization of courts as sanction generating institutions, and problems associated with punishing white-collar and corporate illegalities.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C113. Gender and Social Control. 4 Units.
Examines the legal system’s use of sex as an organizing characteristic, focusing particularly on sameness and difference feminism, and tracing the evolution of equal treatment of men and women in the areas of constitutional rights, employment, education, and military service.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.
CRM/LAW C114. Miscarriages of Justice. 4 Units.
Systematically describes, explains, and analyzes the causes and consequences of the wrongful accusation, prosecution, incarceration, and sometimes even execution, of the innocent in the American criminal justice system.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.
Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C115. Prisons, Punishment, and Corrections. 4 Units.
A review of how the U.S. punishes and rehabilitates convicted law violators. The conflicts among the major purposes of sentencing—rehabilitation, deterrence, incapacitation—are discussed, as well as the effects of different sanctions on public safety, offender rehabilitation, and justice system costs.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C116. Race, Ethnicity, and Social Control. 4 Units.
Provides a historical and sociological survey of racial and ethnic group relations in contexts of crime control, emphasizing the roles of racial ideology, structural racism, and social movements in shaping these dynamic relations, and their significance to American liberal democracy.

Prerequisite: CRM/LAW C7.
Same as CHC/LAT 152A.

CRM/LAW C117. Imprisonment and Reentry. 4 Units.
Offers an overview of imprisonment and reentry in the contemporary United States. Examines the development of the prison in the United States and explores changes in its composition, structure, and purpose over time.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C120. Law and Inequality. 4 Units.
Various aspects of the law as related to three specific areas of inequality: immigration and immigrants, race, and gender. The role of law as a tool of social reform and limitations of the legal system historically in resolving inequality issues.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C122. Constitutional Law. 4 Units.
Examines the First and Fourteenth Amendments, focusing on freedom of speech and religion, and the incorporation of the Bill of Rights. Topics include political, symbolic, offensive, and obscene speech, student speech rights, and the free exercise and disestablishment of religion.

Prerequisite: CRM/LAW C7.
Overlaps with POL SCI 174A.
Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C123. Family Law. 4 Units.
Examines legal issues surrounding marriage, cohabitation, divorce, child custody and support, adoption, and the rights of parents and children in the family context. The findings of social science research are used to illuminate the legal issues.

Prerequisite: CRM/LAW C7 or CRM/LAW C101.
Same as PSY BEH 193F.
Restriction: Psychology and Social Behavior, Social Ecology, and Criminology, Law and Society majors have first consideration for enrollment.

CRM/LAW C125. Child Development, the Law, and Social Policy. 4 Units.
Examines how psychology research and practice can inform areas of law and social policy affecting children and adolescents. Topics include education, mental health, reproductive rights, and delinquency. Goals are to evaluate research and identify the costs/benefits of current policies.

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C. Recommended: PSY BEH 111D OR PSY BEH 112D.
Same as PSY BEH 120D.
Restriction: Psychology and Social Behavior, Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.
CRM/LAW C126. Drugs, Crime, and Social Control. 4 Units.
Drug abuse in the U.S.; the psychopharmacology of various drugs; biological, psychological, and sociological explanations for drug abuse. Policy issues are discussed; students will develop and defend a set of strategies for limiting harm done by drugs and drug laws.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C127. Hate Crimes. 4 Units.
Examines the causes, manifestations, and consequences of hate crimes and the larger social context within which they occur. The politics and dynamics of intergroup violence born of bigotry and manifested as discrimination; social policy designed to control bias-motivated violence.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C130. Seminar on Gangs. 4 Units.
An overview of gangs, including the nature and definition of gangs; types of gangs; diversity of membership; theoretical explanations; criminal behavior; drug use and sales; law enforcement responses; gangs in correctional institutions; intervention and prevention strategies; and public policy issues.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C131. Organized Crime and American Society. 4 Units.
Examination of the phenomenon of American organized crime from a sociological perspective. Explanation of methods by which organized crime is tolerated at various levels of society. Emphasis on ways in which “underworld” interests interact with legitimate economic and political institutions.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C132. Forensic Science, Law, and Society. 4 Units.
Examines use of “forensic science” to resolve issues arising in criminal cases including crime scene analysis, DNA testing, fingerprints, trace evidence comparisons, profiling, lie detectors, other forensic techniques; evaluation, statistical characterization, and legal admissibility of evidence; regulation of forensic laboratories.

Prerequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C133. Homicide and Suicide. 4 Units.
Examines similarities and differences among homicide and suicide, two major causes of death.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C134. Victimization. 4 Units.
Examines victimization and the impact of crime on individuals and society. Focus is on the victim’s experiences, the consequences of victimization, and the role of the criminal justice system in victim advocacy.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C136. Forensic Psychology: Advanced Seminar. 4 Units.
The focus is on the psychology of criminal offending, particularly violent behavior. Examines violence, sexual offending, and mental disorder related to crime with regard to clinical assessment and treatment; mental health services within forensic institutions.

Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSY BEH 102C and (PSY BEH 178S or CRM/LAW C149).

Same as PSY BEH 156C, PSYCH 177F.

Restriction: Psychology and Social Behavior, Social Ecology, Psychology, and Criminology, Law and Society majors have first consideration for enrollment.

CRM/LAW C137. Criminal Procedure. 4 Units.
Examines the law governing arrests (with and without a warrant); police detention; search and seizure; interrogation; use of informers, eavesdropping, wiretapping; examination and identification of suspects. Pretrial motions such as speedy trial and discovery of evidence may be covered.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.
CRM/LAW C139. Police and Change. 4 Units.
Organizational efforts to modify police conduct are addressed by focusing on the history of policing in the United States including training, education, and the contributions of women.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C142. White-Collar Crime. 4 Units.
Examines criminal activity in business and corporate enterprise, organizations, and the professions. Theories regarding the causes and control of white-collar and corporate crime are covered as well as the numerous definitions of these terms.

Same as SOCIOL 142.

Restriction: Sociology, Criminology, Law and Society, and Social Ecology majors have first consideration for enrollment.

CRM/LAW C144. Criminal Law. 4 Units.
Deals specifically with the substantive nature of criminal law and its historical development. Focuses on understanding the development of fundamental doctrinal principles upon which criminal law is based, including mens rea, actus reus, homicide, causation, group criminality, and exculpation.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C145. Government Crime. 4 Units.
Examines the legal, organizational, and political issues involved in the generation and control of government lawlessness. Readings present historical and theoretical perspectives in the abuse of government authority and the ability of the legal system to control such behavior.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C147. Law and Social Change. 4 Units.
Explores the relationship of law to its social setting by considering both law as a product of social change and law as a source or medium of change.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C148. Geographic Information Systems. 4 Units.
Basic geographic, cartographic, and GIS concepts including computer representation of physical, political, statistical, and social aspects of space using vector and grid-based maps. Experience with extensive geographic base map files and databases through use of GIS software (ArcView 3.x).

Same as PUBHLTH 166.

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

CRM/LAW C149. Violence in Society. 4 Units.
Current theory and research on aggression; anger and violence as problems in individual and social functioning. Process and functions of anger examined with regard to normal behavior and psychopathology. The determinants, prevalence, and implications of violence in society are analyzed.

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.

Same as PSY BEH 178S.

Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.

CRM/LAW C150. The Legal Profession. 4 Units.
The role of the legal profession in modern society, the diverse professional roles lawyers play, the American legal profession compared with that of other societies. "Litigation explosion," ethical problems, interactions between lawyers and other professionals, training and socialization of new lawyers.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C151. Cybercrimes, Investigation, Forensics and Prosecution. 4 Units.
Examines crimes committed against persons, property, society, and the government in which a computer is used. How these computer crimes are committed, investigated, and ultimately prosecuted.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.
CRM/LAW C152. Interrogation, Confession, and the Law. 4 Units.
In-depth examination of social psychology of police interrogation in America, the evolution of American interrogation practices from the nineteenth century to the present, impact of law on police behavior and ideology, causes and consequences of false confessions, possibilities of reform.

Same as PSY BEH 193D.

Restriction: Psychology and Social Behavior, Social Ecology, and Criminology, Law and Society majors have first consideration for enrollment.

CRM/LAW C156. Cross-Cultural Research on Urban Gangs. 4 Units.
Taking an urban policy approach, examines the background and contemporary traditions of gangs in several ethnic groups including African-, Asian-, and Mexican-Americans. Cross-cultural exploration of the varied facets of gang life. The major social-control institutions affecting them.

Same as CHC/LAT 153.

(VII)

CRM/LAW C157. Language in Law and Society. 4 Units.
Considers the role of language in legal practice and power. Particular attention is paid to linguistic and discourse analytic research that covers topics such as: trial talk, language crimes, law talk in cross-cultural perspectives, and linguistic evidence.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C160. Forensic Psychology. 4 Units.
Forensic psychology is the interface between clinical psychology and the law. Emphasizes clinically relevant legal topics (insanity defense; competency to stand trial) and includes critical thinking about issues arising when psychologists are involved in legal proceedings.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSY BEH 11C.

Same as PSY BEH 161C.

CRM/LAW C162. Crime Hotspots. 4 Units.
Criminological theories of local public safety hazards or hotspots are introduced. Spatial statistics are developed for different types of hotspots. Hotspot policing theories are introduced and research on the effectiveness of policing strategies is reviewed.

CRM/LAW C163. Ethics and Politics of Justice. 4 Units.
Theoretical perspective on how ethics and politics relate to criminal justice through an introduction to moral philosophy; consideration of specific theories of punishment and justice; and consideration of practical and empirical illustrations of the intersection of ethics, politics, and justice.

Prerequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C164. Social Control of Delinquency. 4 Units.
Assumes familiarity with theories of delinquency, the juvenile justice system, and elements of juvenile law. Explores socio-historical origins and evolution of juvenile justice, current research and policy on delinquency prevention and treatment, and future directions of law, policy, and practice.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7. Recommended: CRM/LAW C109.

Same as PSY BEH 193C.

Restriction: Psychology and Social Behavior, Social Ecology, Criminology, Law and Society, and Psychology majors have first consideration for enrollment.

CRM/LAW C165. The Death Penalty. 4 Units.
Examines why the U.S. continues to have a death penalty when so many other countries have abandoned it. Arguments for and against the death penalty are covered.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7.

Restriction: Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

CRM/LAW C167. Crime Measurement. 4 Units.
The strengths and weaknesses of three crime measures (police reports, victim surveys, and offender self-reports) are illustrated through analyses of research articles. Common measurement problems are analyzed with a focus on reliability and validity.
CRM/LAW C168. Extreme Punishment. 4 Units.
Explores the history and law of America's Eighth Amendment prohibition against cruel and unusual punishment, examining the death penalty, long prison sentences, harsh confinement conditions, and other punishments. Students debate practical, legal, and moral arguments for and against these punishments.

CRM/LAW C170. Federal Law Enforcement. 4 Units.
The peculiar legal, organizational concerns of the federal system of law enforcement and some of the crimes it is uniquely designed to address—white-collar crime, drug trafficking, racketeering, public corruption. Roles, responsibilities of the FBI, DEA, Customs, other policing agencies.

Prerequisite: CRM/LAW C7.
Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.

CRM/LAW C171. Latinos and the Law. 4 Units.
Examines a range of theoretical, empirical, and policy approaches to legal issues affecting the Latino population, with emphasis on California. Discusses topics concerning the purpose of law, the creation of law, and the enforcement of law.

Same as CHC/LAT 142.

(VII)

CRM/LAW C172. Culture Change and the Mexican People. 4 Units.
Reviews culture contact and colonization, innovation diffusion, acculturation, assimilation, culture conflict and marginality, modernization, urbanization, legal transformations. Mexico and the Southwestern U.S. are reviewed through several centuries to better appreciate the indigenous base of the Mexican people.

Same as CHC/LAT 155.

CRM/LAW C173. Maritime Piracy, Law and Society. 4 Units.
Explores the historical and contemporary images and reality of pirates and piracy since the 16th century across the globe through an analysis of primary sources, key historiographical and legal debates, and criminological theories. Course may be offered online.

CRM/LAW C176. Classics in Crime Cinema. 4 Units.
A multidimensional understanding of crime films and how they shape public thinking about crime and criminals.

Restriction: CRM/LAW C176 and CRM/LAW C20 may not be taken for credit.

CRM/LAW C177. Eyewitness Testimony. 4 Units.
Faulty eyewitness testimony is a major cause of wrongful convictions. Covers the fast-growing topic of eyewitness testimony and memory for real-world events, both how psychologists study eyewitness capacity, and how the legal system has dealt with eyewitness issues.

Prerequisite: SOCECOL 10.
Same as PSY BEH 193G.
Restriction: Psychology and Social Behavior, Criminology, Law and Society and Social Ecology majors have first consideration for enrollment. Seniors only.

CRM/LAW C178. Critical Race Theory. 4 Units.
Introduction to Critical Race Theory and key American cases on racial inequality. Using this literature, examines the possibilities and pitfalls of legal claims of race, gender, and sexuality discrimination in the age of colorblindness.

Same as AFAM 157.
Restriction: Upper-division students only.

CRM/LAW C185. Criminal Justice System Capacity. 4 Units.
Examines "system capacity" in criminological and criminal justice related research and how it is used to explain and describe current problems and practices in the American legal system. Limitations of sanctioning criminals due to political, physical space, and resource constraints.

Prerequisite: CRM/LAW C7.
Restriction: Criminology, Law and Society, Social Ecology, and Chicano/Latino Studies majors have first consideration for enrollment.
CRM/LAW C191. Law and Modernity. 4 Units.
The rise and spread of Enlightenment legal traditions, social contract theory, individual rights, ideologies of "liberty, equality, fraternity"; contradictions of liberal law, its understandings of "primitive" and "civilized"; pervasive myths of property, difference, race, and rights. Reading- and writing-intensive.

Same as ANTHRO 127A.

CRM/LAW C196. Research Seminar in Criminology, Law and Society. 4 Units.
Special topics research seminar. Content varies with interest of instructor. Capstone research opportunity with Criminology, Law and Society faculty members.

Repeatability: Unlimited as topics vary.

Restriction: Upper-division students only. Criminology, Law and Society, Social Ecology, and Anthropology majors have first consideration for enrollment.

CRM/LAW C201. Research Methods. 4 Units.
An introduction to techniques of inductive methodologies, including qualitative interviewing and participant observation, and deductive methodologies, including survey research and experimental and quasi-experimental design. Provides a sound overview of research methodology with tools to pursue specific methods in greater depth.

Restriction: Graduate students only.

CRM/LAW C207. Development Control Law and Policy. 4 Units.
Investigates legal and institutional frameworks for development control. Review of constitutional issues implicated in land-use regulation. Traces development control historically and analyzes contemporary approaches to land-use control which reflect environmental and economic development concerns.

Same as PP&D 207.

Restriction: Graduate students only.

CRM/LAW C210. Introduction to Criminology, Law and Society. 4 Units.
Familiarizes students with the interrelated fields of criminology, law and society studies, and criminal justice studies. Organized around three well-established interdisciplinary literatures: criminology, sociolegal studies, and criminal justice studies.

Restriction: Graduate students only.

CRM/LAW C211. Legal Institutions and Society. 4 Units.
Acquaints students with the institutions of U.S. legal system and its operations, as well as with the constitutional framework undergirding this system, and defines the relationship between U.S. citizens and government at a variety of levels.

Restriction: Graduate students only.

CRM/LAW C212. Police, Courts, and Corrections. 4 Units.
Focuses on basic policy issues in the administration of the criminal justice system. The key elements of the criminal justice system are police, courts, and corrections. Prepares students for continued study of these organizations.

Restriction: Graduate students only.

CRM/LAW C213. Crime and Social Deviance. 4 Units.
Examines the major social scientific perspectives on criminal and deviant behavior. Specific deviant and criminal activities are described and explained using established theoretical frameworks.

Restriction: Graduate students only.

CRM/LAW C214. Research Methods. 4 Units.
Structures research methodology, the approach to developing and evaluating knowledge of the sciences for use in criminal justice professional activities. Special emphasis on differentiating scientific approaches from pseudo-science.

Restriction: Graduate students only.

CRM/LAW C215. Applied Statistics. 4 Units.
Provides a basis for the use of fundamental statistical analysis techniques for solving public policy and management problems through a series of assignments, examinations, and online discussions and demonstrations.

Restriction: Graduate students only.
CRM/LAW C216. Public Policy, Crime, and Criminal Justice. 4 Units.
Increases understanding of crime, violence, and the criminal justice system. Assesses the state of knowledge on key policy issues of our time. Discusses the contribution of communities, schools, employment, drugs, guns, and alcohol to crime and violence.
Restriction: Graduate students only.

CRM/LAW C217. Leadership. 4 Units.
Introduces concepts, ideas, and theories about leadership and its operation. Explores leadership concepts through interviews with leaders from the community and fellow classmates.
Restriction: Graduate students only.

CRM/LAW C218. Social Problems, Law, and Policy. 4 Units.
Capstone course for M.A.S. program in Criminology, Law and Society. Students choose a social problem related to crime, criminal justice, and law; relate the problem to legal and social issues; and devise a plan of action to research the problem.
Restriction: Criminology, Law and Society M.A.S. students only.

CRM/LAW C219. Hate Crime. 4 Units.
Examines the causes, manifestations, and consequences of hate crimes, as well as the larger social context within which they occur, are reacted to, and seem to be proliferating.
Restriction: Graduate students only.

CRM/LAW C221. Sentencing and Corrections. 4 Units.
Reviews U.S. attempts to punish and rehabilitate convicted law violators. Conflicts among major purposes of sentencing (rehabilitation, deterrence, incapacitation, and retribution) are discussed, as well as effects of different sanctions on public safety, offender rehabilitation, and justice system costs.
Restriction: Graduate students only.

CRM/LAW C222. Street Ethnography. 4 Units.
Focuses on urban street populations, especially gangs, and outlines some of the major conceptual and theoretical issues related to this topic and the processes of street socialization. Methods of inquiry include mapping, ethnohistory, survey questionnaires, and other quantitative techniques.
Same as CHC/LAT 217.
Restriction: Graduate students only.

CRM/LAW C224. Organizational Perspectives on the Legal System. 4 Units.
Familiarizes students with organization theory and research as ways to make sense of, navigate, and act on the legal system. Acquaints students with major frameworks in organization theory and their application to the system of legal organizations.
Restriction: Graduate students only.

CRM/LAW C225. Consequences of Imprisonment. 4 Units.
Reviews imprisonment and its consequences in the United States. Views prison and inmates as part of (rather than separate from) society. Examines the effects of prison on American society, the family, the labor market, and the community.
Restriction: Graduate students only.

CRM/LAW C227. Alternative Conflict Resolution: Theory and Methods. 4 Units.
Provide an understanding of the major alternatives to the traditional system for the administration of justice, expanding on some of the newer theories and methods in the field. Key research on social conflict and its resolution examined. Course may be offered online.
Repeatability: May be taken for credit 3 times.
Restriction: Graduate students only.

CRM/LAW C228. Criminology: Micro Approaches. 4 Units.
Introduces students to the dominant theories in modern criminology, their theoretical antecedents and extensions, major empirical tests and implications for programs, policy and practice, and focuses on micro-level, individual theories of crime causation. Formerly Criminology, Law and Society C233A.

CRM/LAW C229. Criminology: Macro Approaches. 4 Units.
Introduces students to the dominant theories in modern criminology, their theoretical antecedents and extensions, major empirical tests and implications for programs, policy and practices, and addresses macro-level theories of crime causation. Formerly Criminology, Law and Society C233B.
CRM/LAW C230. Crime and Public Policy. 4 Units.
Discusses the measurement of violent crime; violent offenders and their victims; theoretical explanations of violence; the contribution of the media, drugs, guns, and alcohol to violence; and how the justice system treats and punishes violent offenders.

Restriction: Graduate students only.

CRM/LAW C231. Crime and Gender . 4 Units.
Examines the legal, political, social, economic, and policy implications of making gender (primarily) and race (secondarily) the focus in the study of crime, criminal law, and the criminal justice system. Course may be offered online.

Restriction: Graduate students only.

CRM/LAW C232. Juvenile Delinquency. 4 Units.
Examines the major theoretical perspectives regarding the onset, persistence, and desistance of juvenile delinquency and examines empirical evidence for each perspective.

Restriction: Graduate students only.

CRM/LAW C234. Anthropology of Law. 4 Units.
Law has been a key site of anthropological inquiry since the discipline’s nineteenth-century origins. Course introduces and critically assesses the contributions anthropology has made to sociol egal lytic trends.

Restriction: Graduate students only.

CRM/LAW C235. Theories of Crime. 4 Units.
Examines classical and contemporary theories of crime and crime control with special emphasis on the implications of theory for public and social action.

Restriction: Graduate students only.

CRM/LAW C236. Gender and Power in Law and Society. 4 Units.
Focuses on questions of gender and sexuality in law and society studies. Drawing on a variety of theoretical frameworks, especially feminist legal theory, examines social processes and structures related to legal regulation, inequality, and social change.

Restriction: Graduate students only.

CRM/LAW C237. Legal Reasoning. 4 Units.
Introduction to law and legal process; use of legal source materials; history and assumptions underlying modern legal reasoning. Key jurisprudential perspectives, development and application of constitutional doctrines (focus on equal protection and right of privacy), and procedure and evidence issues.

Restriction: Graduate students only.

CRM/LAW C238. White-Collar Crime. 4 Units.
Examines the illegal behavior of individuals who commit crimes in the course of their employment. Special attention will be paid to ways in which power and organizational structure affect the behavior of the white-collar offenders.

Restriction: Graduate students only.

CRM/LAW C239A. Law and Society I. 4 Units.
Provides an introduction to the law and society field from its origins in social scientific, legal, and philosophical scholarship during the eighteenth, nineteenth, and early-twentieth centuries. Formerly Criminology, Law, and Society C239.

Restriction: Graduate students only.

CRM/LAW C239B. Law and Society II. 4 Units.
Building on Law and Society I, addresses contemporary issues in the field from mid-twentieth century to the present with emphasis on the degree to which the field's foundational assumptions are being challenged, refined, or confirmed through current research.

Prerequisite: CRM/LAW C239A.

Restriction: Graduate students only.
CRM/LAW C241. Race, Ethnicity, and Social Control. 4 Units.
Origins and organization of racialized social control, with emphasis on criminal justice. Racial politics of criminal/juvenilie justice considered in comparative (historical and international) perspective. Exploration of theoretical and methodological issues for research on race, ethnicity, and social control.

Same as CHC/LAT 221.
Restriction: Graduate students only.

CRM/LAW C245. Social Science and the Legal Process. 4 Units.
Examines the use (and misuse) of social science in the legal process, focusing on role of social science evidence in trial and appellate decision making. Test-case litigation in which social science has been used to challenge laws or support reform.

Restriction: Graduate students only.

CRM/LAW C248. Geographic Information Systems. 4 Units.
Prepares students to become proficient in the basic GIS functionality including visualization, data management, and spatial analysis.

Restriction: Graduate students only.

CRM/LAW C252. Issues in Environmental Law and Policy. 4 Units.
Treatment of legal and policy strategies for promoting environmental protection and deterring environmental degradation within the context of other societal objectives. Topical approach with a focus on problems of special interest to criminologists and to environmental policy specialists.

Same as PP&D 252.
Restriction: Graduate students only.

CRM/LAW C255. Public Policy. 4 Units.
Explores different approaches to public policy analysis, the diverse conceptions of the goals and objectives that should be served by policy, and the appropriate role of the policy analyst. Policy consequences are traced to indirect and subtle incentives and disincentives.

Same as POL SCI 221A, PP&D 221.
Restriction: Graduate students only.

CRM/LAW C263. Eyewitness Testimony. 4 Units.
Examines the evidence that shows that faulty eyewitness memory is the major cause of wrongful convictions. Explores what the legal system thinks of eyewitness testimony and how the legal system has dealt with eyewitness issues.

Same as PSY BEH P263.
Restriction: Graduate students only.

CRM/LAW C265. Memory and the Law. 4 Units.
Examines the controversial topic of repressed memory, or perception and memory of real-world events.

Same as PSY BEH P265.
Restriction: Graduate students only.

CRM/LAW C266. Psychology and the Law. 4 Units.
Overview of how psychology is applied to the civil and criminal justice systems, how case law shapes this application, and how legal decisions affect the direction of psychological research. Interdisciplinary approach to research in psychology, law, and/or criminology.

Same as PSY BEH P266.
Restriction: Graduate students only.

CRM/LAW C275. Special Topics in Criminology, Law and Society. 4 Units.
Topics covered vary with interests of instructor.

Repeatability: Unlimited as topics vary.
CRM/LAW C296. Doctoral Dissertation Research and Writing. 2-12 Units.
Dissertation research with Criminology, Law and Society faculty.
Prerequisite: Advancement to candidacy.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.

CRM/LAW C298. Directed Study. 2-4 Units.
Directed study with Criminology, Law and Society faculty.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

CRM/LAW C299. Independent Study . 2-8 Units.
Independent research with Criminology, Law and Society faculty.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

Planning, Policy, and Design Courses

PP&D 4. Introduction to Urban Studies. 4 Units.
Introduces the substantive areas, concepts, and tools in the field of urban studies. Acquaints students with physical, environmental, social, economic, and political dimensions of cities. Examines the challenges facing cities, including poverty, sustainability, development, globalization, and others.
Restriction: School of Social Ecology and Urban Studies majors have first consideration for enrollment.

PP&D 40. Urban Sociology. 4 Units.
Overview of theoretical, substantive, and policy issues in urban sociology. History of urbanization, the school of human ecology, and recent trends regarding urbanism. Time is devoted to understanding the causes and possible solutions to urban problems.
Overlaps with SOCIOL 43.

PP&D 100. Special Topics in Urban Studies. 4 Units.
Special topics courses are offered from time to time. Course content varies with interest of the instructor.
Repeatability: Unlimited as topics vary.
Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 101. Urbanization and Social Change. 4 Units.
Surveys the global and historical co-evolution of cities and social institutions, including religion, the economy, governance, the arts, technology, and family life.

PP&D 102. Urban Inequality. 4 Units.
Examines structural inequality and the influence that urbanization has in affecting race, ethnic, and class relations. Explores how race/ethnicity, class, urban space, housing, economic development, public education and land policy intersect in cities, both historically and today.
Restriction: Urban Studies, Social Ecology, and Public Health Policy majors have first consideration for enrollment.

PP&D 104. Urban America . 4 Units.
Students examine the historical, social, political and economic factors that contributed to the construction of the American urban context, one that is poverty concentrated and racially/ethnically segregated. Students also critically assess the consequence of growing up in America's urban neighborhoods.

PP&D 105. California’s Population. 4 Units.
Surveys California's human population (past, present, and future) and its interactions with trends in society, government, the economy, and the environment.
Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.
PP&D 106. Technology and Economic Development. 4 Units.
Importance of technology for urban economic and social development. Concepts of technological innovation and diffusion, and their relevance for cities and metropolitan areas. Principles of networks and their importance for diffusion. Relationship of technology to urban infrastructure and metropolitan form.

Prerequisite: SOCECOL 10 and SOCECOL 13.
Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 107. Urban and Regional Planning. 4 Units.
Important substantive areas, concepts, tools in the field of urban and regional planning. Topics include: forces that have historically guided and are currently guiding U.S. urbanization; land use, economic development, housing and community development, environmental planning; legal, environmental, governmental contexts.

Prerequisite: PP&D 4.
Restriction: Urban Studies, Social Ecology, Earth System Science, and Environmental Science majors have first consideration for enrollment.

PP&D 108. Cities and Transportation. 4 Units.
The relationship between urban areas and transportation systems. Economic analysis of cities, transportation and urban form, highway congestion, environmental impacts of transportation, public transit, land use and transportation, and political influences on transportation planning.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 109. Housing and Urban Development Policy. 4 Units.
Surveys public policy issues and develops analytic techniques in the areas of housing and urban development. Examines a range of policy topics including housing assistance to low- and moderate-income families, housing finance system, incentives for economic development and neighborhood preservation.

Prerequisite: Recommended: previous course work in economics.
Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 110. Urban Economic Development Policy. 4 Units.
Theoretical and practical perspectives on local economic development policy. Integrates economic, planning, and political perspectives. Overview of economic role of cities and metropolitan areas. Specific development issues include: link between taxes, regulation, job growth; redevelopment planning; evaluation economic development policy.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 112. Foundations of Community Health. 4 Units.
A social ecological framework for understanding community health is presented. Measures of individual and community health are compared, and the influence of personal and environmental factors on individual, group, and population health is examined. Community health promotion strategies are discussed.

Same as PUBHLTH 125.
Restriction: Urban Studies, Social Ecology, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment.

PP&D 113. Poverty in Developing Countries. 4 Units.
Focuses on poverty in developing countries. Analyzes the magnitude and changing nature of poverty in the global south. Critically examines poverty conceptualized in terms of economic deprivation, well-being, and social exclusion.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 131. Environmental Sustainability I. 4 Units.
Provides an introduction to sustainability from different points of view; historical, scientific, political, ethical, and economic.

Same as EARTHSS 180.
Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.
PP&D 132. Environmental Sustainability II. 4 Units.
Investigates how sustainability can be implemented in a variety of contexts including water, energy, non-renewable resources, biodiversity, and urban policy, and also how it could be measured.

Same as EARTHSS 182.

Restriction: Urban Studies, Social Ecology, Earth System Science, and Environmental Science majors have first consideration for enrollment.

PP&D 134. Human Ecology. 4 Units.
Explores the interaction of social choice and physical constraint in shaping the earth's human carrying capacity, including ramifications for local, regional, or global environmental issues.

Prerequisite: PP&D 4.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 139. Water Resource Policy. 4 Units.
Examination of contemporary water problems worldwide, with particular attention to the competing water demands in the western U.S., and water demand by the poor in developing countries. History and analysis of U.S. water policies at local, state, and federal levels.

Restriction: Urban Studies, Social Ecology, Earth System Science, and Environmental Science majors have first consideration for enrollment.

PP&D 140. Ethics and International Relations. 4 Units.
Introduces students to the dynamic field of ethics and international relations. A variety of traditional and emerging perspectives are examined, skeptical views are discussed in detail, and arguments are illustrated with current cases.

Same as POL SCI 146A, INTL ST 154D.

PP&D 150. Experience Design. 4 Units.
Explores functional, experiential, emotional, sensorial, and extra-sensorial aspects of built and modified natural environments. Examines methods for acquiring, evaluating, and presenting information and developing specifications for designers' information needs and for assuring great designed environments.

Prerequisite: PP&D 4 and PP&D 152.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 151. Environmental Psychology. 4 Units.
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; (c) methodological approaches to the study of environmental issues.

Prerequisite: SOCECOL E8 or SOCECOL 10 or PP&D 4.

Same as PSY BEH 171S, PUBHLTH 151.

Restriction: Urban Studies, Social Ecology, Psychology and Social Behavior, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment.

PP&D 152. Cultural Ecology and Environmental Design. 4 Units.
Introduction to cultural ecology and environmental and architectural design. Addresses the understanding of people's relationships with their built environments, the basic elements of architecture, architectural analysis, and cultural analysis are covered. Examines values in design and design for multicultural societies.

Prerequisite: PP&D 4.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 153. Elements of Environmental Design. 4 Units.
Basic elements of environmental design such as scale, proportion, rhythm, color, sound, lighting, surfaces, texture, architectural definition of spaces, volumes, massing volumetric analysis, solids and voids, and cultural aspects of design. Excitement and creativity in design, imageability.

Prerequisite: PP&D 4 and PP&D 152.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.
PP&D 155. Urban Design Principles. 4 Units.
Introduction to principles of urban design and its applications. Study of contemporary and traditional theories of urban design formulated to improve physical characteristics of built environment to facilitate an enhanced quality of life. A variety of case studies are discussed.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 156. Urban Design and Graphics Studio. 4 Units.
Introductory course organized around a variety of assignments to encourage learning by design in a studio setting. Students work on design projects and graphic representation assignments to learn practical aspects of urban design.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 156. Urban Public Policy. 4 Units.
Examines why and how urban policies are enacted and carried out in contemporary U.S. cities and regions. Topics include: evolution and organization of city governments and policymaking over the past century; who directs public policy and controls how cities develop.

Prerequisite: SOCECOL 10 and PP&D 4.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 166. Urban Public Policy. 4 Units.
Examines why and how urban policies are enacted and carried out in contemporary U.S. cities and regions. Topics include: evolution and organization of city governments and policymaking over the past century; who directs public policy and controls how cities develop.

Prerequisite: SOCECOL 10 and PP&D 4.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 167. Public Policy and Management. 4 Units.
Exposes students to best management practices that assure effective planning and implementation of policies and programs in government, business, and nonprofit sectors. Includes guest lecturers who are proven leaders in four principal institutions of community: business, education, government, and nonprofit.

Restriction: Urban Studies and Social Ecology majors have first consideration for enrollment.

PP&D 169. Public Policy Analysis. 4 Units.
Examines different approaches to the analysis of public policy, what constitutes good policy, the role of government, and citizen participation in policy-making. Suggests a policy-design perspective which builds upon other frameworks but concentrates on goals, implementation structures, tools, and rationales.

Prerequisite: SOCECOL E8 and (PP&D 4 or PP&D 166).

Same as POL SCI 121E.

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

PP&D 170. Health Policy. 4 Units.
Considers social and economic aspects of health and disease in the United States. What are the proper roles of the individual, community, and government in improving health and health care? International comparisons will be made wherever possible.

Same as PUBHLTH 122.

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

PP&D 172. Latino Metropolis. 4 Units.
Explores the processes of Latino urbanization in the United States and the spatialization of Latino identities, particularly in the context of Southern California with selected comparisons drawing from other cities.

Same as CHC/LAT 154.

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PP&D 177. Chicano Movement. 4 Units.
Explores the history of Mexicans in the U.S. with particular attention paid to their integration into the U.S. capitalist economy. Examines this economic history and the Chicano movement, “El Movimiento,” within the wide context of socio-economic change.

Same as CHC/LAT 166.

Restriction: Chicano/Latino Studies, Urban Studies, and Social Ecology majors have first consideration for enrollment.

PP&D 202. History of Urban Planning. 4 Units.
Introduction to the historical roots and fundamental perspectives of urban and regional planning. Exploration of the significant historical phases and personalities which have shaped the profession. The roles and responsibilities, the limitations and potential, of urban planning.

Restriction: Graduate students only.
PP&D 203. Theoretical Foundations of Planning. 4 Units.
Intellectual excursion into central themes in policy and planning, including philosophy of the market, institutionalization of space, hypostatizations of policy, constructions of communities, logics of spatial analysis. Objective is engagement of the professional in thoughtful reflections on practice and institutions.

Restriction: Graduate students only.

PP&D 204. Design and Planning Graphics: Fundamentals. 4 Units.
Graphic representation and communication of physical place characteristics, design and physical planning ideas and concepts using a variety of graphic techniques of free hand drawing, sketching, orthographic representations, scale drawings, 3D representations, maps, photo-documentation, and various media.

Restriction: Masters in Urban & Regional Planning graduate students only.

PP&D 205. Environmental Economics and Policy. 4 Units.
Provides a broad introduction to environmental economics and to environmental policy. Environmental problems facing the United States and Europe are analyzed, and whenever possible, the environmental problems facing developing countries.

Restriction: Graduate students only.

PP&D 206. Microeconomic Analysis for Urban Planning. 4 Units.
Provides students with a working knowledge of basic microeconomic concepts. Emphasizes applications related to urban planning and policy analysis. Topics covered include demand analysis, firm behavior, market structure, public goods, externalities, and the role of economics in land markets.

Restriction: Graduate students only.

PP&D 207. Development Control Law and Policy. 4 Units.
Investigates legal and institutional frameworks for development control. Review of constitutional issues implicated in land-use regulation. Traces development control historically and analyzes contemporary approaches to land-use control which reflect environmental and economic development concerns.

Same as CRM/LAW C207.

Restriction: Graduate students only.

PP&D 208. California’s Population. 4 Units.
Provides a non-specialist introduction to social demography through a focus on California population. Surveys historical and current trends in the State’s growth, its industries and occupations, and its ethnic and racial makeup.

Restriction: Graduate students only.

PP&D 209. Qualitative Research Methods: Overview. 4 Units.
Introduction to fundamentals of “qualitative” research and non-positivistic inquiry. Formulation of research questions, selection of method, data collection techniques, and analysis (briefly). Overview of selected methods from ethnography, naturalistic field research, phenomenology, ethnoarchaeology, critical approaches, and others.

Restriction: Graduate students only.

PP&D 210. Practice Experience. 4 Units.
Provides Master of Urban & Regional Planning Students an opportunity to link classroom knowledge with real Planning situations through a ten-week unpaid practice experience.

Restriction: Masters in Urban & Regional Planning graduate students only.

PP&D 211. Urban Design and Behavior. 4 Units.
Acquaints students with vocabulary, history, theories, process, and trends in urban design, and the relationship of design to human well-being. The local environment is used as a resource and a laboratory.

Restriction: Graduate students only.

PP&D 212. Transportation Planning. 4 Units.
Introduces current topics in transportation planning. Includes an analysis of the economic role of transportation in urban areas, land-use impacts of transportation projects, traffic congestion, air quality, alternatives to the automobile, and other transportation topics.

Restriction: Graduate students only.
PP&D 213. Advanced Qualitative Methods: Analyzing Qualitative Data. 4 Units.
Introduces students to the theory and practice of analyzing qualitative data. Students must have already learned about data collection and research
design for qualitative research and they must have qualitative data they can analyze in the course.

Same as POL SCI 273A, SOCIOL 223, MGMTPHD 297K.
Restriction: Graduate students only.

PP&D 214. Quantitative Analysis for Planners. 4 Units.
Introduces students to the basic statistical concepts used to address issues of public concern. Prepares students to perform, interpret, and evaluate
quantitative data analyses commonly used in professional studies.
Restriction: Graduate students only.

PP&D 215. Analytical Methods for Planning. 4 Units.
Emphasizes the development of analytical techniques proven useful in the fields of management and administration. Topics include multiple regression,
cost-benefit analysis and discounting, decision trees, and other techniques useful for the purposes of community analysis and planning.
Restriction: Graduate students only.

PP&D 219. Advanced Planning Theory. 4 Units.
Readings and discussions aimed at developing a foundation for critical research into theories and epistemologies of planning and policy. Topics include
the liberal, communitarian, communicative, and other conceptions of nationality; praxis, hermeneutics, and policy; topologies of justice and social
fracture.
Restriction: Graduate students only.

PP&D 220. Qualitative Methods. 4 Units.
Fieldwork, data collections techniques, and related issues for anti-positivistic research. Data collection techniques include observation, physical traces,
participation, in-depth interview. Data checks include veracity, detail, completeness, rigor.
Repeatability: May be taken for credit 2 times.
Same as PUB POL 225.
Restriction: Master of Public Policy graduate students only.

PP&D 221. Public Policy. 4 Units.
Explores different approaches to public policy analysis, the diverse conceptions of the goals and objectives that should be served by policy, and the
appropriate role of the policy analyst. Policy consequences are traced to indirect and subtle incentives and disincentives.
Repeatability: May be taken for credit 2 times.
Same as PUB POL 221.
Restriction: Master of Public Policy graduate students have first consideration for enrollment.

PP&D 223. Regional Analysis. 4 Units.
Major concepts and techniques of regional analysis, with applications for urban and regional planning and public policy-making. Definition of regions,
processes of economic change, regional structure, location of activities, and analysis of selected policy issues. Emphasis on practical applications.
Restriction: Graduate students only.

PP&D 224. Environmental Politics and Policy. 4 Units.
Reviews and critiques literature on discussion topics including: the nature and effectiveness of environmental movements and policies; the role of
science and technology; the use of economic incentives in policy; decentralization of decision making; and creating arenas for public involvement.
Restriction: Graduate students only.

PP&D 225. Local Economic Development. 4 Units.
Analyzes the economic development process. Attention is given to economic theories of local development and practical implications of those theories.
Topics include local economic development and poverty, tax incentives, infrastructure credits, effects of government competition for economic activity.
Restriction: Graduate students only.
PP&D 226. Public Health Cost-Effectiveness Analysis. 4 Units.
Examines using cost-effectiveness information to allocate limited resources to maximize health benefits to a population; defining and measuring cost, survival and health-related quality of life; and how to calculate cost-effectiveness using decision trees and Markov simulation models.

Same as PUBHLTH 220.

Restriction: Graduate students only.

PP&D 227. Qualitative Methods: Case Study. 4 Units.
Deals with case study as a qualitative, anti-positivistic research method. Discussion focuses on the essential nature of case study research, quality of case study, rigor, design, implementation, analysis, data collection techniques, analysis, and writing.

Restriction: Graduate students only.

PP&D 228. Demographics for Planning and Policy. 4 Units.
Provides planning and policy practitioners with a condensed, nonspecialist orientation to the sources, applications, and interpretation of population statistics, and conveys the steps used in constructing local-area population forecasts and projections.

Restriction: Graduate students only.

PP&D 231. Transportation and Environmental Health. 4 Units.
Critically evaluates how transportation can promote sustainable, healthy, and equitable cities. Examines the interaction of transportation systems with urban form, land use, community health, and environmental quality.

Restriction: Graduate students only.

PP&D 233. Transportation, Transit, and Land-Use Policy and Planning. 4 Units.
Places students into a specific transportation public policy situation to devise real solutions, with the goal of helping students understand factors in land use, travel behavior, politics, and finance that shape transportation planning policy choices.

Restriction: Graduate students only.

Explores the application of geographic information systems (GIS) in urban planning. Steps through a GIS-based planning procedure that balances housing, jobs, tax base, utilities, transportation, and the natural environment.

Restriction: Graduate students only.

PP&D 236. Community Design. 4 Units.
Provides an overview of the current condition of urban design in the United States. Topics include the academic environment, the retail environment, multi- and single-family residential environments, the office environment, and new urban design tools.

Restriction: Graduate students only.

PP&D 237. Introduction to Geographic Information Systems. 4 Units.
Application of Geographic Information Systems (GIS) to the field of urban and regional planning. Emphasizes current issues that occur in actual implementation settings. Lecture/discussion followed by laboratory demonstrating the area of GIS discussed. Offers “hands-on” student usage of GIS software.

PP&D 238. Advanced Geographic Information Systems. 4 Units.
Extends study of geographic information systems to more advanced issues, including data sources, data conversion, relational database integration, software customization, and spatial and three-dimensional analysis.

Prerequisite: PP&D 237.

PP&D 239. Urban Design Theories and Applications. 4 Units.
Introduction to contemporary and traditional theories of urban design and their applications. Organized around one question: How might planning and design of built environment contribute to making a good city? National and international case studies are introduced.

Restriction: Graduate students only.

PP&D 240. International Environmental Policy. 4 Units.
Explores causes and effects of environmental problems and the effectiveness of different adaptation or restoration strategies and how they are closely linked to ways in which political, economic, demographic, and cultural systems interact among themselves and ecological systems.
PP&D 241. Health Promotion and Planning. 4 Units.
Focusses on health and health care in the United States, but discussion of global health issues and/or international comparisons will be made whenever possible. Considers both the social and economic aspects of health and disease.

Same as PUBHLTH 221.

Restriction: Graduate students only.

PP&D 242. Regional Development Theory. 4 Units.
Regional economic development concepts and studies, with applications for urban and regional planning, and public policy-making. Roles and performance of economic sectors, technological innovation, and communications in the process of development. Analysis of regional development policies and programs.

Restriction: Graduate students only.

PP&D 243. Health Policy and Management. 4 Units.
Multidisciplinary inquiry into theory and practice concerned with delivery, quantity, costs of health care for individuals and populations. Explores managerial and policy concerns regarding structure, process, outcomes of health services including the costs, financing, organization, outcomes, and accessibility of care.

Same as PUBHLTH 222.

Restriction: Graduate students only.

PP&D 244. Land-Use Policy. 4 Units.
Examination of the role of public policy in guiding growth and development in urban and suburban environments. Description of a wide-ranging set of growth policies, the rationales underlying their use, controversies and legal constraints, and evaluation of their effectiveness.

Restriction: Graduate students only.

PP&D 245. Urban Security. 4 Units.
Examines changing urban security landscape facing planners, businesses, policymakers, first responders, and academics. Identifies threats and vulnerabilities and how they can be reduced. Focus on transnational networks where contemporary cities are enmeshed, and function as sources of threat and opportunity.

Restriction: Graduate students only.

PP&D 246. Housing Policy. 4 Units.
Examines theories and practices of housing policy and the relationship of housing to larger neighborhood, community, and regional development issues. Considers the roles of private for-profit and not-for-profit developers, lenders, and all levels of government in the provision of housing.

Prerequisite: Basic statistics.

PP&D 247. Neighborhood Planning. 4 Units.
Focuses on asset-based development and community-building tools. Public policies and neighborhood-based case studies are explored which provide practical skills for the planner of the future.

Restriction: Graduate students only.

PP&D 251. Poverty and Development. 4 Units.
Critical examines competing conceptualizations, methods of measurement, and poverty alleviation strategies widely used in developing countries. Focuses on poverty conceptualized as economic deprivation, well-being, vulnerability, and social exclusion.

Same as SOCIOL 235.

Restriction: Graduate students only.

PP&D 252. Issues in Environmental Law and Policy. 4 Units.
Treatment of legal and policy strategies for promoting environmental protection and deterring environmental degradation within the context of other societal objectives. Topical approach with a focus on problems of special interest to criminologists and to environmental policy specialists.

Same as CRM/LAW C252.

Restriction: Graduate students only.
PP&D 253. Site Planning. 4 Units.
Examines site specific, neighborhood, and community site planning from the site designer and local government perspectives. By reviewing actual discretionary case applications and case studies, students learn how regulatory, environmental, and government constraints influence site planning.
Restriction: Graduate students only.

PP&D 260. Grant Writing for Community Planning and Development. 4 Units.
Introduces students to grant writing and processes involved in generating funding for nonprofit programs and community research projects.
Restriction: Graduate students only.

PP&D 264. Planning, Policy and Design Seminar. 1 Unit.
For first- and second-year doctoral students. Topics include professional development; journal publication process; academic conference presentations; and the job market for doctoral students in and out of academia.
Restriction: Graduate students only.

PP&D 265. Urban and Community Development Seminar. 1 Unit.
For first- and second-year doctoral students. Topics include scholarship related to the urban and community development area. Discussion of assigned articles and book chapters and how they relate to urban and community development.
Restriction: Graduate students only.

PP&D 267. Environmental Ethics. 4 Units.
Introduction to major themes and debates in environmental ethics, with application to contemporary environmental issues.
Restriction: Graduate students only.

PP&D 270. Global Urbanization. 4 Units.
Examines the spread of cities worldwide in the twentieth century. What are the political and economic causes of this process? What are the social-cultural, political, and economic effects? How is contemporary urbanization linked to global restructuring of other kinds.
Same as SOC SCI 254J, SOCIOL 252A.
Restriction: Graduate students only.

PP&D 275. Special Topics in Urban Planning. 4 Units.
Special topics in urban and regional planning are offered from time to time, but not on a regular basis. Course content varies with interest of the instructor.
Repeatability: Unlimited as topics vary.
Restriction: Graduate students only.

PP&D 278. Culture, Community, and Space. 4 Units.
Covers how cultures relate to natural and built physical environments. Ways in which culture influences space; ways space influences culture. Concepts for understanding the interrelationship, including values, norms, traditions, religion, and place attachment. Culture and cities, urban form, ethnic communities.
Restriction: Graduate students only.

PP&D 279. Theories of Power and Empowerment. 4 Units.
Studies different ways of thinking about power and its uses. Explores theories of power that inform various notions of empowerment, including resistance, participatory democracy, and workplace empowerment.
Same as POL SCI 223A, SOCIOL 271, MGMT PHD 297R.
Restriction: Graduate students only.

PP&D 282. Urban Design Studio for Planners: An Introduction. 4 Units.
Introductory urban design for planners. Organized around a variety of assignments to encourage learning by design in a studio setting. Students work on design projects and drawing assignments to learn practical aspects of urban design.
Restriction: Graduate students only.
PP&D 283. Collaborative Governance and Public Management. 4 Units.
Introduction to inclusive management. To make effective use of public resources, public managers are inventing ways of managing that alter relationships within organizations, between organizations, between sectors, and with the public. Requires rethinking fundamentals such as leadership and motivation.

Repeatability: May be taken for credit 2 times.

Same as PUB POL 283.

Restriction: Master of Public Policy graduate students have first consideration for enrollment.

PP&D 284. Theories of Public Policy. 4 Units.
Focuses on two important theorists with the aim being to study not so much their theory, but their mode of theorizing. Taking them two at a time (e.g., Foucault, Bourdieu) allows us to understand each more deeply through the comparison.

Restriction: Graduate students only.

PP&D 288. Environment-Behavior Studies. 4 Units.
Provides an overview of major theoretical and research perspectives within the field of environment-design research/environment-behavior studies (EBS). Reviews contributions to EBS from architecture, planning, geography, psychology, sociology, and other fields.

Restriction: Graduate students only.

PP&D 292. Professional Report. 4 Units.
Workshop designed to assist M.U.R.P. students in conducting their professional reports. Students select topics, design projects, conduct professional investigations, and write up reports.

PP&D 292A. Professional Report Seminar I. 4 Units.
Provides an introduction to prepare students for writing a professional planning report. Students learn how to diagnose a planning problem; select appropriate analytical methods to assess the problem; pose, evaluate, and recommend alternative approaches to addressing the problem.

Restriction: Graduate students only.

PP&D 292B. Professional Report Seminar II. 4 Units.
Students write and deliver oral presentations in a manner appropriate for professional planning, which includes peer feedback from these presentations. Includes lectures, student assignments, and guest speakers. "Deliverables" and due dates are treated as fixed and contractual professional commitments.

Prerequisite: PP&D 292A.

Restriction: Graduate students only.

PP&D 293. Research Practicum. 4 Units.
Through reading, discussion, and review of existing research proposals, and implementation of preliminary work for dissertation research, students enhance their knowledge of research design and methods, as well as develop skills to write a proposal for dissertation funding.

Prerequisite: PP&D 297.

Restriction: Graduate students only.

PP&D 294A. Urban Planning Practicum I. 4 Units.
Engages students in practical planning projects in the community under a central theme within Planning. Students take a problem-solving approach and employ and further develop data gathering, analysis, graphic and oral communication, public engagement, and report writing skills.

Restriction: Graduate students only.

PP&D 294B. Urban Planning Practicum II. 4 Units.
Engages students in practical planning projects in the community under a central theme within Planning. Students take a problem-solving approach and employ and further develop data gathering, analysis, graphic and oral communication, public engagement, and report writing skills.

Prerequisite: PP&D 294A.

Restriction: Graduate students only.
PP&D 295. Master's Thesis Research and Writing. 1-8 Units.
Independent research with Planning, Policy, and Design faculty.

Prerequisite: Advancement to candidacy.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only.

PP&D 296. Doctoral Dissertation Research and Writing. 2-12 Units.
Dissertation research with Planning, Policy, and Design faculty.

Prerequisite: Advancement to candidacy.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

PP&D 297. Research Design. 4 Units.
Provides training in research design and methods. Students learn how to evaluate the strength of research findings based on the methods used by a researcher and learn to use lessons from the course to develop a research proposal.

Same as PUBHLTH 297.

Restriction: Graduate students only.

PP&D 298. Directed Studies in Urban Planning. 2-4 Units.
Directed Studies in Urban Planning.

Repeatability: Unlimited as topics vary.

Restriction: Graduate students only.

PP&D 299. Independent Study in Urban Planning. 2-8 Units.
Independent Study in Urban Planning.

Repeatability: Unlimited as topics vary.

Restriction: Graduate students only.

Psychology and Social Behavior Courses

PSY BEH 9. Introduction to Psychology. 4 Units.
Introduction to field of psychology, addressing the application of scientific methods to the study of human development, learning, memory, problem solving, perception, biological mechanisms, emotions and motivation, personality, psychopathology, and effects of diverse social and cultural contexts on human behavior. Course may be offered online.

Same as PSYCH 7A.

Overlaps with PSY BEH 11A, PSY BEH 11B, PSY BEH 11C, PSYCH 9A, PSYCH 9B.

Restriction: Criminology, Law and Society, Social Ecology, Urban Studies, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment. PSY BEH 9 and PSYCH 7A may not be taken for credit if taken after PSY BEH 11A, PSY BEH 11B, PSY BEH 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEH 11A. Psychology Fundamentals. 4 Units.
Designed to provide freshman with an in-depth survey of general psychology. Topics include biological bases of behavior, sensation, perception, cognition, development, personality, psychopathology, and social psychology.

Same as PSYCH 9A.

Restriction: Freshman only. Psychology and Social Behavior, Psychology, Criminology, Law and Society, Social Ecology, Urban Studies, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment. PSY BEH 9 and PSYCH 7A may not be taken for credit if taken after PSY BEH 11A, PSY BEH 11B, PSY BEH 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)
PSY BEH 11B. Psychology Fundamentals. 4 Units.
Designed to provide freshman with an in-depth survey of general psychology. Topics include biological bases of behavior, sensation, perception, cognition, development, personality, psychopathology, and social psychology.

Same as PSYCH 9B.

Restriction: Freshman only. Psychology and Social Behavior, Psychology, Criminology, Law and Society, Social Ecology, Urban Studies, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment. PSY BEH 9 and PSYCH 7A may not be taken for credit if taken after PSY BEH 11A, PSY BEH 11B, PSY BEH 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEH 11C. Psychology Fundamentals. 4 Units.
Designed to provide freshman with an in-depth survey of general psychology. Topics include biological bases of behavior, sensation, perception, cognition, development, personality, psychopathology, and social psychology.

Same as PSYCH 9C.

Restriction: Freshman only. Psychology and Social Behavior, Psychology, Criminology, Law and Society, Social Ecology, Urban Studies, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment. PSY BEH 9 and PSYCH 7A may not be taken for credit if taken after PSY BEH 11A, PSY BEH 11B, PSY BEH 11C, PSYCH 9A, PSYCH 9B, or PSYCH 9C.

(III)

PSY BEH 100. Special Topics in Social Behavior. 4 Units.
Special topics courses are offered from time to time. Course content varies with interest of instructor.

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.

Repeatability: Unlimited as topics vary.

PSY BEH 101D. Life Span Developmental Psychology. 4 Units.
Addresses the major issues, concepts, and methods of life span developmental psychology. The fundamental theories, distinctive methods, and the physical, perceptual, cognitive, social, motivational, and emotional development for each developmental phase of the life course are considered. Course may be offered online.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Restriction: Psychology and Social Behavior majors have first consideration for enrollment.

PSY BEH 102C. Abnormal Psychology. 4 Units.

Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and SOCECOL 10.

Overlaps with PSYCH 120A.

Restriction: Psychology and Social Behavior and Psychology majors have first consideration for enrollment.

PSY BEH 103H. Health Psychology. 4 Units.
Theory and research are considered as they contribute to an understanding of the role of psychological processes in health and illness. The distinction between prevention and treatment of illness is established, and a variety of psychosocial interventions are elaborated.

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.

Restriction: Psychology and Social Behavior majors have first consideration for enrollment.

PSY BEH 104S. Social Animal: An Introduction to Social Psychology. 4 Units.
Theories and research exploring social behavior and social influences on behavior. Topics include methods of social research, attitude formation and change, social perception, the social self, stereotypes and prejudice, conformity, obedience, altruism, aggression, interpersonal relationships and love, and group behavior.

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.

Restriction: Psychology and Social Behavior majors have first consideration for enrollment.
PSY BEH 110D. Infant Development. 4 Units.
Study of human development from conception through the first two years of life, covering processes and events in the domains of physical, social, and cognitive development.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Same as PSYCH 127I.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 111D. Child Development. 4 Units.
Examines social, emotional, and intellectual growth and development between the ages of 2 and 12 years.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Overlaps with PSYCH 120D.

Restriction: Psychology and Social Behavior and Social Ecology and Psychology majors have first consideration for enrollment.

PSY BEH 112D. Adolescent Development. 4 Units.
Examines current research on the biological, social, and cultural contexts of adolescent development. Topics include the impacts of puberty, adolescents' decision-making competencies, changes in family and peer relationships, identity development, and psychosocial problems such as depression and problem behavior.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Overlaps with PSYCH 21A.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 113D. Adult Development. 4 Units.
Examines why and how we change (with attention to gains as well as losses) from ages 18-65 and the nature and sources of continuity over time. Topics include physical and intellectual functioning, personality, coping strategies, and social roles and relationships.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Same as PSYCH 127A.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 114D. Gerontology. 4 Units.
Examines stereotypes and myths associated with aging; physiological and psychological changes that accompany old age; distinguishes behavior changes due to aging per se from those due to historical and socioeconomic factors; political, social aspects of old age in contemporary society.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Same as PSYCH 127G.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 116D. Human Development and Cross-Cultural Perspectives. 4 Units.
Human development in diverse cultures (e.g., Asian, American, and African). Special emphasis on East-West contrasts and when East meets West (i.e., Asian-American experiences). Topics include parenting, family relations, language and cognition, schooling and academic achievement, and morality.

Prerequisite: (PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B) and SOCECOL 10.

Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 117D. Development of Gender Differences. 4 Units.
Examination of research on how sexes differ in physiology, cognitive functioning, personality, and social behavior. Sex-differentiated development from the prenatal period through adulthood. Explanations for male-female differences are sought, focusing on biological (genetic, hormonal), and social (familial, cultural) mechanisms.

Prerequisite: PSY BEH 9 or PSYCH 9B or PSY BEH 11B or PSYCH 7A.

Same as PSYCH 127D.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.
PSY BEH 118D. Human Sexuality. 4 Units.
A broad survey of human sexuality encompassing genetic factors, physiological and anatomical development, customary and atypical forms of behavior, reproductive processes, and cultural determinants.
Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 120D. Child Development, the Law, and Social Policy. 4 Units.
Examines how psychology research and practice can inform areas of law and social policy affecting children and adolescents. Topics include education, mental health, reproductive rights, and delinquency. Goals are to evaluate research and identify the costs/benefits of current policies.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C. Recommended: PSY BEH 111D OR PSY BEH 112D.
Same as CRM/LAW C125.
Restriction: Psychology and Social Behavior, Criminology, Law and Society and Social Ecology majors have first consideration for enrollment.

PSY BEH 121D. Work and Family. 4 Units.
Effects of employment and unemployment on mental health and marital quality; effects of work on parenting and child development; corporate and social policies for "families that work"; young adults' decision-making about work and family.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Upper-division students only. Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 123D. Child in the Family, School, and Community. 4 Units.
The ecological study of contexts in which the child develops and is socialized: the family, school, peer group, media, and community. Examines the impact of societal influences, such as culture, religion, economics, politics, and technology.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 135H. Introduction to Biopsychology. 4 Units.
Introductory overview of the biology of behavior with a focus on the structure and function of the brain. Selected behaviors (e.g., eating, sleeping) and psychological states (e.g., stress, psychiatric disorders) are addressed from a biopsychological perspective.
Prerequisite: PSY BEH 9 or PSY BEH 11A or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 136H. Behavioral Medicine. 4 Units.
Examines biobehavioral aspects of health and illness, focusing on how stress contributes to or exacerbates disease processes. Background information on psychosomatic medicine and stress models and detailed examination of specific organ systems emphasizing the reactivity of these systems to stress.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior, Social Ecology, and Public Health Policy majors have first consideration for enrollment.

PSY BEH 137H. Human Stress. 4 Units.
Stress as a multidisciplinary topic. Biological, psychological, and sociological approaches to adaptation-related disorders. Effects of acute and chronic stress on emotions, physiology, and behavior. Methods of stress assessment, stress reduction, and intervention.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior, Social Ecology, and Public Health Policy majors have first consideration for enrollment.

PSY BEH 138H. Child Health Psychology. 4 Units.
Exploration of psychological antecedents, concomitants, and consequences of medical illnesses in children. Children's beliefs about health, illness, and medication; the role of stress; coronary-prone behavior; therapeutic adherence and physician-patient interaction; coping with chronic illness; effects of child's illness on family.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 9C or PSYCH 7A. Recommended: SOCSCOL 10.
Same as PSYCH 127H.
Restriction: Psychology and Social Behavior, Social Ecology, Psychology, and Public Health Policy majors have first consideration for enrollment.
PSY BEH 139H. Sports Psychology. 4 Units.
Psychological components of athletic performance with regard to scientific and practical issues. Roles of cognitive processes, physiological arousal, and emotion. Various personality factors related to performance, competition, and coaching. Strategies for improving athletic performance for individual and team competition.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 140H. The Hardiness Approach to Stress Management. 4 Units.
New development within psychology involving a combination of motivations and skills that extensive research has shown enhances performance, conduct, morale, stamina, and health. Combines study of hardiness research with strategies for improvement of personal hardiness through a series of exercises.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 141H. Clinical Health Psychology. 4 Units.
Behavioral role in etiology, treatment, and prevention of certain diseases. Behavioral intervention including biofeedback, stress-, pain-management, health habit counseling, and other skills to assist patients make cognitive, emotional, and behavioral changes needed to cope with disease or achieve better health.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Same as PUBHLTH 141.
Restriction: Public Health Sciences, Public Health Policy, and Psychology and Social Behavior majors have first consideration for enrollment.

PSY BEH 150C. Clinical Psychology. 4 Units.
Overview of theories, assessment techniques, research methodologies and intervention approaches in clinical psychology. Psychodynamic, behavioral, humanistic, and cognitive perspectives are examined along with ethical and professional issues.
Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSY BEH 102C and SOCECOL 10.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 151C. Psychological Testing and Assessment. 4 Units.
Laboratory-seminar exploration of diverse methods of assessing, analyzing, and recording behavior. Includes methods of direct behavioral observation, structured (analog) assessments, rating scales, interviewing, and self-monitoring. Development of assessment skills and their application in intervention and research programs.
Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSY BEH 102C and PSY BEH 150C. Recommended: SOCECOL 10.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 152C. Clinical Child Psychology. 4 Units.
Examines research and theory concerning childhood psychopathology behavior disorders. Diagnosis and assessment, early identification of high-risk children, fears and phobias, antisocial behavior, childhood psychoses, autism, depression, attention deficit/hyperactivity disorders, and ethical and policy implications of identifying children who are different.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Same as PSYCH 127C.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 153C. Developmental Psychopathology. 4 Units.
Research and theory of origins, course, and outcomes of disordered behavior. Continuity and change in patterns of behavior; environmental challenges and buffers; stress/competence in children; vulnerable/invincible children; children of mentally ill parents; families at risk; childhood antecedents of adult disorders.
Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSYCH 120A. Recommended: SOCECOL 10.
Same as PSYCH 177P.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.
PSY BEH 154C. Cognitive Behavior Therapy. 4 Units.
Presentation of principles and procedures of therapeutic interventions based on cognitive-behavior methods. Cognitive factors in learning, emotional arousal, psychological disorder, and psychotherapy reviewed. Introduces the application of cognitive behavioral methods to problems of depression, anxiety, anger, pain, and impulsivity.

Prerequisite: PSY BEH 9 or (PSY BEH 11A and PSY BEH 11C) or PSYCH 7A or (PSYCH 9A and PSYCH 9C).

Same as PSYCH 147C.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 155C. Child Therapies. 4 Units.
Examines research methodologies, empirical data, and implications of diverse intervention strategies. Primary topics include psychotherapy process and outcome, family therapies, behavioral intervention, cognitive behavior modification, pediatric psychopharmacology, and ethical and social policy implications of intervening in other people's lives.

Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSYCH 122C.

Same as PSYCH 127T.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 156C. Forensic Psychology: Advanced Seminar. 4 Units.
The focus is on the psychology of criminal offending, particularly violent behavior. Examines violence, sexual offending, and mental disorder related to crime with regard to clinical assessment and treatment; mental health services within forensic institutions.

Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSYCH 102C and (PSY BEH 178S or CRM/LAW C149).

Same as CRM/LAW C136, PSYCH 177F.
Restriction: Psychology and Social Behavior, Social Ecology, Psychology, and Criminology, Law and Society majors have first consideration for enrollment.

PSY BEH 160C. Clinical Neuroscience. 4 Units.
Offers an introduction to the neuroclinical bases of human behavior, including neuropsychological approaches to mental disorders. Also includes case formulations, research articles, therapeutic approaches, and other discussions related to select psychopathology and other neurobehavioral topics.

PSY BEH 161C. Forensic Psychology. 4 Units.
Forensic psychology is the interface between clinical psychology and the law. Emphasizes clinically relevant legal topics (insanity defense; competency to stand trial) and includes critical thinking about issues arising when psychologists are involved in legal proceedings.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSY BEH 11C.

Same as CRM/LAW C160.

PSY BEH 162C. Psychodynamic Studies. 4 Units.
Introduction to psychoanalytic and contemporary psychodynamic studies. Emphasis on theories associated with psychoanalysis and psychodynamic psychotherapy, including unconscious determinants of behavior and influence of the past on the present. Exploration of links between psychodynamic studies and other disciplines (music, medicine, neuroscience).

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 170S. Personality. 4 Units.
Comparison of the major theories of personality. Provides a frame of reference for understanding lifestyles, development, maturity, and psychopathology. Emerging research themes are used to identify promising lines of personality theorizing.

Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.

Overlaps with PSYCH 120P.
Restriction: Sophomores only or upper-division students only. Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.
PSY BEH 171S. Environmental Psychology. 4 Units.
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; (c) methodological approaches to the study of environmental issues.
Prerequisite: SOCECOL E8 or SOCECOL 10 or PP&D 4.
Same as PP&D 151, PUBHLTH 151.
Restriction: Urban Studies, Social Ecology, Psychology and Social Behavior, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment.

PSY BEH 173S. Social Relationships. 4 Units.
Examines major issues, concepts, and methods in the scientific study of social relationships. Topics include relationship formation and dissolution, friendships and love relationships, loneliness, bereavement, societal influences on close relationships, significance of close relationships for health and well-being.
Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and SOCECOL 10.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 174S. Error and Bias in Social Judgement. 4 Units.
Examines how people encode, reason about, and remember social information and explores how biases and shortcomings in social perception, judgment, and memory are central to understanding both effective social functioning and many forms of maladaptive behavior and social conflict.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 175S. Cognition and Emotion. 4 Units.
Examines relations between cognition and emotion. How have the relations between cognition and emotion been construed historically? How closely related are cognitive and emotional development? How do emotions influence reasoning and memory? How similar is emotional experience across cultures?.
Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 176S. Motivation. 4 Units.
History, major theories, methods, and applications of motivational psychology, with emphasis on European approaches. Origins of the field in personality, learning, cognition, and activation research. Recent innovations in motivational and volitional self-recognition. Current approaches, major debates, empirical research programs.
Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and PSY BEH 101D and (PSY BEH 104S or PP&D 151).
Overlaps with PSYCH 121M.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 177S. Psychology and Emotion. 4 Units.
General theories of emotion and research regarding cognitive, behavioral, physiological, and subjective experience of emotion. Specific topics include emotion regulation, emotion and health, emotional intelligence, and emotional development.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Same as PSYCH 127E.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 178S. Violence in Society. 4 Units.
Current theory and research on aggression; anger and violence as problems in individual and social functioning. Process and functions of anger examined with regard to normal behavior and psychopathology. The determinants, prevalence, and implications of violence in society are analyzed.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Same as CRM/LAW C149.
Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.
PSY BEH 179S. Cultural Psychology. 4 Units.
An examination of culture's influence on human minds. Topics include culture's impact on perception, cognition, motivation, emotion, moral reasoning, communication, and health. Addresses cultural psychology's methods, history, and place within psychology and related fields.
Prerequisite: PSY BEH 9 or PSY BEH 11B or PSY BEH 11C or PSYCH 7A or PSYCH 9B or PSYCH 9C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 180S. Organizational/Industrial Psychology. 4 Units.
Introduction to applied psychology in organizations, including personnel testing, selection, training and evaluation, job and classification analysis, job satisfaction and motivation, organizational development, leadership, market research and consumer psychology. Potential ethical problems are discussed.
Prerequisite: PSY BEH 9 or PSY BEH 11A or PSY BEH 11B or PSY BEH 11C or PSYCH 7A or PSYCH 9A or PSYCH 9B or PSYCH 9C.
Same as PSYCH 122I.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 183S. Social Epidemiology. 4 Units.
Overviews evidence linking environmental factors to mental and physical disorders including such variables as socioeconomic status, income inequality, work stress, job loss, social capital, location, and other demographic characteristics. Measurement and research design issues of both individual and aggregate levels.
Prerequisite: (PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C) and SOCECOL 10 and SOCECOL 13.
Same as PUBHLTH 102.
Restriction: Psychology and Social Behavior, Social Ecology, Public Health Sciences, and Public Health Policy majors have first consideration for enrollment.

PSY BEH 184S. Positive Psychology. 4 Units.
The field of positive psychology focuses on what is right and positive about people and institutions. Course introduces findings associated with human strengths and positive emotions and provides clinical and personal applications and implications.
Prerequisite: PSY BEH 9 or PSY BEH 11C.
Restriction: Psychology and Social Behavior and Social Ecology majors have first consideration for enrollment.

PSY BEH 190. Applied Statistics in Psychological Research. 4 Units.
Covers statistical techniques used to describe and make generalizations about phenomena represented by data. Hands-on experience in data analysis and interpretation using statistical software (SPSS, STATA) is emphasized. Topics include data visualization, ANOVA, multiple regression, and categorical data analyses.
Prerequisite: SOCECOL 13.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 192A. History of Psychology. 4 Units.
A history of the development of various schools and systems of psychological thought.
Prerequisite: PSY BEH 9 or PSY BEH 11C or PSYCH 7A or PSYCH 9C.
Same as PSYCH 120H.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 192E. Perception and Sensory Processes. 4 Units.
A general introduction to the scientific study of sensory processes and perceptual phenomena, with special emphasis on the visual system.
Prerequisite: PSY BEH 9 or PSY BEH 11A or PSYCH 7A or PSYCH 9A.
Same as PSYCH 130A.
Overlaps with PSYCH 131A, PSYCH 131B.
Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.
PSY BEH 192G. Cognitive Science. 4 Units.
Introduction to investigations of the structure and function of the mind, from viewpoints of computation, neuroscience, philosophy, and cognitive psychology. Topics include: perception, attention, knowledge representations, learning and memory, action, reasoning, and language.

Prerequisite: PSY BEH 9 or (PSY BEH 11A and PSYCH 11B) or PSYCH 7A or (PSYCH 9A and PSYCH 9B).

Same as PSYCH 140C.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 192I. Principles of Learning Theory. 4 Units.
Investigation of the learning and memory processes of humans and animals. Basic experimental approaches to learning and memory, empirical results, and theoretical interpretations of the evidence are discussed.

Prerequisite: PSY BEH 9 or PSY BEH 11A or PSYCH 7A or PSYCH 9A.

Same as PSYCH 140L.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 192J. Human Memory. 4 Units.
Developments in the area of memory; history of memory research; theories of the nature of memory. Visual memory, recognition memory, high-speed scanning, free recall, short-term memory, mnemonics, retrieval, relationship of memory to thinking. Selected theoretical formulations for memory.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Same as PSYCH 140M.

Overlaps with PSYCH 46A.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 192K. Human Problem Solving. 4 Units.
Modern developments in the psychology of human problem solving. Topics include: concept identification, arithmetic, sets, logic puzzles, story problems, group problem solving, and theorem proving.

Prerequisite: PSY BEH 9 or PSY BEH 11B or PSYCH 7A or PSYCH 9B.

Same as PSYCH 143P.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.

PSY BEH 192L. Introduction to Cognitive Neuroscience. 4 Units.
Introduction to the neural basis of human perceptual, motor, and cognitive abilities. Topics include sensory perception, motor control, memory, language, attention, emotion, frontal lobe function, functional brain imaging, and neuropsychological disorders.

Prerequisite: PSYCH 7A or (PSYCH 9A and PSYCH 9B) or PSY BEH 9 or (PSY BEH 11A and PSY BEH 11B) or BIO SCI 35 or BIO SCI N110.

Same as PSYCH 160A, BIO SCI N166.

Restriction: Psychology majors have first consideration for enrollment.

PSY BEH 192P. Perceptual Neuroscience. 4 Units.
Examines the physiology of cortical networks underlying human perceptual experience.

Prerequisite: PSYCH 160A or PSY BEH 192L.

Same as PSYCH 161P.

Restriction: Psychology and Social Behavior, Social Ecology, and Psychology majors have first consideration for enrollment.
PSY BEH 192Q. Chicano/Latino Social Psychology. 4 Units.
Examines theories, research, and major issues of relevance to understanding social psychological processes in Chicano/Latino populations. Topics include social development, cultural orientations, gender and sexuality, close relationships, happiness and well-being, stereotyping, prejudice and discrimination, and mental and physical health.
Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.
Same as CHC/LAT 168.
Restriction: Psychology and Social Behavior and Chicano/Latino Studies majors have first consideration for enrollment.

(VII)

PSY BEH 192R. Culture and Close Relationships. 4 Units.
Examines cultural influences on close relationship processes including attraction, love, friendship, family, social support, and significance of close relationships for health and well-being. National and ethnic sources of cultural variation examined include Latin America, Asia, Africa, and the Middle East.
Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.
Same as CHC/LAT 177.
Restriction: Psychology and Social Behavior and Chicano/Latino Studies majors have first consideration for enrollment.

(VII)

PSY BEH 192RW. Culture and Close Relationships. 4 Units.
Examines cultural influences on close relationship processes including attraction, love, friendship, family, social support, and significance of close relationships for health and well-being. National and ethnic sources of cultural variation examined include Latin America, Asia, Africa, and the Middle East.
Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.
Same as CHC/LAT 177W.
Restriction: Psychology and Social Behavior and Chicano/Latino Studies majors have first consideration for enrollment.

(Ib, VII)

PSY BEH 192S. Health and the Latino Paradox. 4 Units.
Examines research and theories concerning the physical and mental health of U.S. Latino populations. Contemporary accounts, health care implications, and new directions for understanding sources of risks and resilience for health in Latino populations are evaluated and discussed.
Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.
Same as CHC/LAT 178.
Restriction: Psychology and Social Behavior and Chicano/Latino Studies majors have first consideration for enrollment.

(VII)

PSY BEH 192T. Cognition and Learning in Educational Settings. 4 Units.
Foundational concepts in cognition and development as applied to student learning. Primary topics include historical behaviorism, basic cognitive structure and processes, complex cognition, cognitive development, and motivation.
Same as EDUC 173.
Restriction: Psychology and Social Behavior, Social Ecology, Education, and Psychology majors have first consideration for enrollment.

PSY BEH 192U. Psychology of Learning, Abilities, and Intelligence. 4 Units.
Overview of classic positions on the mind, human abilities, and intelligence, especially as related to academic achievement. Contrasting views: psychometric versus information processing; experimental versus correlational research.
Prerequisite: PSYCH 7A or PSY BEH 9.
Same as EDUC 176.
Restriction: Psychology and Social Behavior, Social Ecology, and Education majors have first consideration for enrollment.
PSY BEH 192V. Language and Literacy. 4 Units.
Addresses the linguistic principles and processes that underlie oral and written language proficiency. Emphasis is on how to use phonology, morphology, orthography, semantics, syntax, and pragmatics to support literacy and oral language development for K-12 students.

Same as EDUC 151.

Restriction: Psychology and Social Behavior, Social Ecology, Education, and Psychology majors have first consideration for enrollment.

PSY BEH 193B. Juvenile Delinquency. 4 Units.
Patterns of delinquent behavior, theories that explain behavior, current research aimed at enhancing exploratory power. Attempts to prevent and control delinquency are put in historical perspective. Development of the current juvenile justice system and evolution of modern juvenile law.

Prerequisite: CRM/LAW C7.

Same as CRM/LAW C109.

Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.

PSY BEH 193C. Social Control of Delinquency. 4 Units.
Assumes familiarity with theories of delinquency, the juvenile justice system, and elements of juvenile law. Explores socio-historical origins and evolution of juvenile justice, current research and policy on delinquency prevention and treatment, and future directions of law, policy, and practice.

Prerequisite: Prerequisite or corequisite: CRM/LAW C7. Recommended: CRM/LAW C109.

Same as CRM/LAW C164.

Restriction: Psychology and Social Behavior, Social Ecology, Criminology, Law and Society, and Psychology majors have first consideration for enrollment.

PSY BEH 193D. Interrogation, Confession, and the Law. 4 Units.
In-depth examination of social psychology of police interrogation in America, the evolution of American interrogation practices from the nineteenth century to the present, impact of law on police behavior and ideology, causes and consequences of false confessions, possibilities of reform.

Same as CRM/LAW C152.

Restriction: Psychology and Social Behavior, Social Ecology, and Criminology, Law and Society majors have first consideration for enrollment.

PSY BEH 193E. Psychology and the Law. 4 Units.
Psychological assumptions of American legal system and mental health aspects of provision of criminal justice services. Civil commitment, insanity defense, competence to stand trial, jury selection, eye-witness identification. Use of police, courts, correctional institutions in prevention of behavior disorder.

Prerequisite: CRM/LAW C7 or CRM/LAW C101.

Same as CRM/LAW C105.

Restriction: Criminology, Law and Society, Social Ecology, and Psychology and Social Behavior majors have first consideration for enrollment.

PSY BEH 193F. Family Law. 4 Units.
Examines legal issues surrounding marriage, cohabitation, divorce, child custody and support, adoption, and the rights of parents and children in the family context. The findings of social science research are used to illuminate the legal issues.

Prerequisite: CRM/LAW C7 or CRM/LAW C101.

Same as CRM/LAW C123.

Restriction: Psychology and Social Behavior, Social Ecology, and Criminology, Law and Society majors have first consideration for enrollment.

PSY BEH 193G. Eyewitness Testimony. 4 Units.
Faulty eyewitness testimony is a major cause of wrongful convictions. Covers the fast-growing topic of eyewitness testimony and memory for real-world events, both how psychologists study eyewitness capacity, and how the legal system has dealt with eyewitness issues.

Prerequisite: SOCECOL 10.

Same as CRM/LAW C177.

Restriction: Psychology and Social Behavior, Criminology, Law and Society and Social Ecology majors have first consideration for enrollment. Seniors only.
PSY BEH 196. Research Seminar in Psychology and Social Behavior. 4 Units.
Special topics research seminar. Content varies with interest of instructor. Capstone seminar for students who have conducted research with, or have a background in, the research topics of the PSB faculty member offering this seminar in a given quarter.

Prerequisite: PSY BEH 11C.

Repeatability: May be repeated for credit unlimited times.

Restriction: Upper-division students only.

PSY BEH P201. Research Methods in Psychology. 4 Units.
In-depth examination of the conceptualization of research problems and linkages between theory and the design of appropriate strategies for empirical research in psychological science. Topics include experimental and quasi-experimental designs, reliability and validity of measurement and non-experimental procedures.

Restriction: Psychology and Social Behavior graduate students only.

PSY BEH P204. Adolescence. 4 Units.
Considers pubertal and cognitive changes and their social consequences; the family, peer group, school, and cultural contexts in which adolescence is embedded; and selected psychosocial issues including autonomy, identity, health, and well-being.

Restriction: Graduate students only.

PSY BEH P209A. Applied Psychological Research. 4 Units.
Focuses on scientific and professional issues in the field of psychology. Topics include communication skills; intervention approaches; collaboration, consultation, and referral; and ethical issues associated with at-risk populations research.

Restriction: Graduate students only.

PSY BEH P212. Social Cognition. 4 Units.
Explores historical and current developments in cognitive social psychology. Topics include judgment and decision making, automatic versus controlled processing, affective forecasting, motivated reasoning, and the effects of emotion on memory and judgment.

Restriction: Graduate students only.

PSY BEH P214. Seminar in Social Psychology. 4 Units.
Presents an overview of selected theoretical and empirical topics in social psychology including social influence and conformity, altruism and aggression, persuasion and attitude change, self and social perception, and social cognition.

Restriction: Graduate students only.

PSY BEH P218. Infancy. 4 Units.
Covers development from conception through the second year. Focus is on research and theory concerning infants' physical, social, cognitive, perceptual, emotional, and language development. Also covers transition to parenthood and family context of infant development.

Restriction: Graduate students only.

PSY BEH P220. Developmental Psychology: Theories and History. 4 Units.
Examines key concepts, theories, and the historical and philosophical roots of research in human life span development. Focuses on biological and environmental causation, universalism and cultural relativism, continuity and change.

Restriction: Graduate students only.

PSY BEH P226. Emotion in Psychology. 4 Units.
Covers original and recent theories of emotions and how they guide current research. Specific topics include neuroanatomical structure of emotion, life-span emotional development, and health and emotion.

Restriction: Graduate students only.

PSY BEH P230. Adulthood. 4 Units.
Focuses on early and middle adulthood. Examines extended period of transitioning to adulthood; changes in relationships with family members; impact of major role-related experiences (e.g., spouse, parent, worker) on development and well-being; continuity and change in personality and social identities.

Restriction: Graduate students only.
PSY BEH P231. Professional Issues in Psychology. 4 Units.
Examines a variety of issues related to the professional socialization and development of graduate students in psychology. Topics include the publication process, sources of research funding, alternative employment options, competitiveness on the job market, and the academic career route.
Restriction: Graduate students only.

PSY BEH P232. Hardiness as the Pathway to Resilience. 4 Units.
Theory, research, and practice supports hardiness as a major pathway to surviving and thriving under stress in our turbulent times. Course (1) imparts relevant theory, research, and practice, and (2) teaches how to use hardiness assessment and training techniques.
Restriction: Graduate students only.

PSY BEH P233. Personality. 4 Units.
Provides a frame of reference for understanding personality and its role in life-span development, the relationship of the individual to society, and both mental and physical illness.
Restriction: Graduate students only.

PSY BEH P237. Violence, Society and Psychopathology. 4 Units.
The multifactorial, societal-contextual nature of violence is examined through historical, philosophical, and social science theoretical accounts. Priority topics are violent crime, socio-environmental factors, family violence, media violence, terrorism, personality and mental disorder, psychiatric institutions, and interventions for violent offenders.
Restriction: Graduate students only.

PSY BEH P238. Child Psychopathology. 4 Units.
Examination of etiology, classification, and developmental pathways of disorders, as well as risk and resilience factors, during the childhood/adolescent years. Discussion of genetic influences and contextual risk factors as well as internalizing and externalizing disorders.
Restriction: Graduate students only.

PSY BEH P239. Adult Psychopathology. 4 Units.
Explores the antecedents, characteristics, course, outcomes, and options for the prevention or management of various forms of psychopathology and behavior disorder. Focuses on psychological and biobehavioral mechanisms that influence the development, expression, and amelioration of maladaptation.
Restriction: Graduate students only.

PSY BEH P245. Psychological Assessment. 4 Units.
Familiarizes students with psychological assessments in intelligence, clinical diagnosis, personality, and neuropsychological functioning. Exposure to administering, scoring, and interpreting assessments. Special focus on psychometrics (e.g., reliability and validity), test construction, and ethical responsibilities.
Restriction: Graduate students only.

PSY BEH P250. Emotion, Reasoning, and Memory. 4 Units.
Examines research and theory on emotion from the perspective of cognitive psychology. Topics include the effects of emotions on attention, memory, and problem solving; the relations between emotional and cognitive development; flash-bulb memories of intense emotional experiences; eyewitness testimony.
Restriction: Graduate students only.

PSY BEH P257. Genes, Emotions, and Behavior. 4 Units.
Course in behavioral genetics addresses the nature/nurture question: what is the strength of relative genetic and environmental influences on psychosocial processes ranging from attachment and social behavior to aggression and depression.
Restriction: Graduate students only.

PSY BEH P258. Health Psychology. 4 Units.
Interdisciplinary exploration of emerging fields of health psychology and behavioral medicine. Topics: role of stress in development/treatment of medical problems; sociocognitive determinants of health and illness; interpersonal health transactions; behavioral approaches to medical problems such as diabetes, obesity, hypertension.
Restriction: Graduate students only.
PSY BEH P262. Interpersonal Processes and Health. 4 Units.
Examines traditions of research linking interpersonal processes to emotional or physical health. Topics include: role of social support in ameliorating stress, effects of social control on health-compromising behaviors, adverse effects of social relationships on health, causes of deficient social relationships.

Restriction: Graduate students only.

PSY BEH P263. Eyewitness Testimony. 4 Units.
Examines the evidence that shows that faulty eyewitness memory is the major cause of wrongful convictions. Explores what the legal system thinks of eyewitness testimony and how the legal system has dealt with eyewitness issues.

Same as CRM/LAW C263.

Restriction: Graduate students only.

PSY BEH P264A. Quantitative Methods in Psychology. 4 Units.
Statistical techniques for inference in psychological research including point, interval, and effect size estimation to establish test association between variables. General Linear Model techniques include single- and multifactor analysis of variance with use of linear contrasts and post hoc comparisons.

Restriction: Graduate students only.

PSY BEH P264B. Advanced Quantitative Methods in Psychology. 4 Units.
Focuses on proper specification of multivariable regression models with emphasis on inferences using OLS and logistical regression. Emphasizes framework for assessing interaction and other complex relationships between response and predictor variables. Use of statistical software to analyze data.

Prerequisite: PSY BEH P264A.

Restriction: Graduate students only.

PSY BEH P265. Memory and the Law. 4 Units.
Examines the controversial topic of repressed memory, or perception and memory of real-world events.

Same as CRM/LAW C265.

Restriction: Graduate students only.

PSY BEH P266. Psychology and the Law. 4 Units.
Overview of how psychology is applied to the civil and criminal justice systems, how case law shapes this application, and how legal decisions affect the direction of psychological research. Interdisciplinary approach to research in psychology, law, and/or criminology.

Same as CRM/LAW C266.

Restriction: Graduate students only.

PSY BEH P268. Coping with Stressful Life Events. 4 Units.
Explores how individuals cope with serious life crises (e.g., illness, bereavement), life transitions, and daily stressors. Considers how such events impact on people's cognitions, emotions, and health, and the role of others in the coping process.

Restriction: Graduate students only.

PSY BEH P271. Human Evolution and Behavior. 4 Units.
Covers theories and empirical research concerning the evolutionary origins of human behaviors and their variations. An interdisciplinary course emphasizing both evolutionary psychology (e.g., mating strategies, kinship, and parenting) and molecular evolution (i.e., evolution of genes for various behaviors).

Same as BIOCHEM 217.

Restriction: Graduate students only.

PSY BEH P272. Human Stress and the HPA Axis. 4 Units.
Introduction to a new and multidisciplinary research field investigating the interactions between the brain, hormones, and behavior. After an introduction to relevant neuroendocrine concepts, covers current research topics in the field including stress, memory, development, and psychopathology.

Restriction: Graduate students only.
PSY BEH P273. Biobehavioral Aspects of Health and Illness. 4 Units.
Examines the behavior-physiology interactions of some major bodily systems: the nervous, cardiovascular, gastrointestinal, and endocrine systems. Analysis of normal and abnormal states of these systems as they relate to tissue injury, disease, and rehabilitation.
Restriction: Graduate students only.

PSY BEH P274. The Psychobiology of Stress. 4 Units.
Introduction to stress physiology and psychoneuroimmunology and critical review of research in this area. Examines bi-directional relationships between psychological factors (e.g., stressors, social processes, emotions), neuroendocrine and immune systems, and disease.
Restriction: Graduate students only.

PSY BEH P275. Special Topics in Psychology and Social Behavior. 4 Units.
Topics covered vary with interests of instructor.
Repeatability: Unlimited as topics vary.
Restriction: Graduate students only.

PSY BEH P276. Meta Analysis. 4 Units.
The process of synthesizing results from a number of studies that address a common research question is often referred to as meta-analysis. This applied course explores the meta-analysis process from the coding of retrieved studies to the final research synthesis.
Restriction: Graduate students only.

PSY BEH P289. The Teaching of Psychology. 4 Units.
Provides students with the theory and skills needed to teach undergraduate psychology courses. Covers research on theories and methods of teaching, curriculum design, and evaluation. Students also gain practical experience preparing and presenting material.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.
Restriction: Psychology and Social Behavior graduate students only.

PSY BEH P290. Research in Developmental Psychology. 4 Units.
Introduces graduate students to research conducted by individual faculty members in the area of developmental psychology. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member's research.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

PSY BEH P291. Research in Health Psychology. 4 Units.
Introduces graduate students to research conducted by individual faculty members in the area of health psychology. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member's research.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

PSY BEH P292. Research in Psychopathology and Behavior Disorder. 4 Units.
Introduces graduate students to research conducted by individual faculty members in the area of psychopathology and behavior disorder. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member's research.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

PSY BEH P293. Research in Social and Personality Psychology. 4 Units.
Introduces graduate students to research conducted by individual faculty members in the area of social and personality psychology. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member's research.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.
PSY BEH P294A. Research Directions in Psychology and Social Behavior. 2 Units.
Introduces students to the current research of faculty, graduate students, and visitors to the Department of Psychology and Social Behavior. Includes examination of contemporary research issues and controversies, as well as issues related to students’ development as professionals.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

PSY BEH P294B. Research Directions in Psychology and Social Behavior. 2 Units.
Introduces students to the current research of faculty, graduate students, and visitors to the Department of Psychology and Social Behavior. Includes examination of contemporary research issues and controversies, as well as issues related to students’ development as professionals.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

PSY BEH P294C. Research Directions in Psychology and Social Behavior. 2 Units.
Introduces students to the current research of faculty, graduate students, and visitors to the Department of Psychology and Social Behavior. Includes examination of contemporary research issues and controversies, as well as issues related to students’ development as professionals.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

PSY BEH P295. Research in Psychology and Law. 4 Units.
Introduces graduate students to research conducted by individual faculty members in the area of psychology and law. This is accomplished by having students involve themselves in the conceptualization, strategy, and implementation of the faculty member's research.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only.

PSY BEH P296. Doctoral Dissertation Research and Writing. 4-12 Units.
Dissertation research with Psychology and Social Behavior faculty.

Prerequisite: Advancement to candidacy.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only.

PSY BEH P298. Directed Studies in Psychology and Social Behavior. 2-4 Units.
Directed study with Psychology and Social Behavior faculty.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only.

PSY BEH P299. Independent Studies in Psychology and Social Behavior. 2-8 Units.
Independent research with Psychology and Social Behavior faculty.

Repeatability: May be repeated for credit unlimited times.

Restriction: Graduate students only.

Public Policy Courses

PUB POL 219. Information and Public Policy. 4 Units.
Evaluates strengths and weaknesses of qualitative and quantitative methods and the data used in making public policy claims. Looks at the bases of certain widely accepted measures of poverty, growth, environmental quality, and the like.

Repeatability: May be taken for credit 2 times.

Restriction: Master of Public Policy graduate students have first consideration for enrollment.
PUB POL 221. Public Policy . 4 Units.
Explores different approaches to public policy analysis, the diverse conceptions of the goals and objectives that should be served by policy, and the appropriate role of the policy analyst. Policy consequences are traced to indirect and subtle incentives and disincentives.

Repeatability: May be taken for credit 2 times.

Same as PP&D 221.

Restriction: Master of Public Policy graduate students have first consideration for enrollment.

PUB POL 225. Qualitative Methods . 4 Units.
Fieldwork, data collections techniques, and related issues for anti-positivistic research. Data collection techniques include observation, physical traces, participation, in-depth interview. Data checks include veracity, detail, completeness, rigor.

Repeatability: May be taken for credit 2 times.

Same as PP&D 220.

Restriction: Master of Public Policy graduate students only.

PUB POL 240. Microeconomics and Public Policy. 4 Units.
Introduces the fundamental principles of microeconomics that are required for applied policy analysis. Provides students with an intuitive understanding of the microeconomic approach, and familiarizes them with concepts used in applied public policy analysis.

Repeatability: May be taken for credit 2 times.

Same as ECON 255.

Restriction: Graduate students only.

PUB POL 283. Collaborative Governance and Public Management. 4 Units.
Introduction to inclusive management. To make effective use of public resources, public managers are inventing ways of managing that alter relationships within organizations, between organizations, between sectors, and with the public. Requires rethinking fundamentals such as leadership and motivation.

Repeatability: May be taken for credit 2 times.

Same as PP&D 283.

Restriction: Master of Public Policy graduate students have first consideration for enrollment.

Social Ecology Courses

SOCCECOL 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)

SOCCECOL 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.

Same as SOC SCI H1E.

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 H1E or SOCECOL H20A.

Same as SOC SCI H1F.

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 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.

(Ib)

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.

(Ib)

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.

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 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 264B.

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 evaluative 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.