

School of Social Ecology

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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 has approximately 2,650 undergraduate majors, 360 graduate students, 64 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 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 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. CEBC is also developing close ties with UCI's School of Law. More information is available at the Center for Evidence-Based Corrections website (<http://ucicorrections.seweb.uci.edu>).

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

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

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 website (<http://psychlaw.soceco.uci.edu>).

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 website (<http://www.cusa.uci.edu>).

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

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 website (<http://sites.uci.edu/copc>).

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 website (<http://socialecology.uci.edu/pages/criminology-outreach-program-cop>).

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. Students and community partners seeking an in-depth field study experience have the option to apply for **Advanced Field Study** or **Immersive Field Study**. **Advanced Field Study (SOCECOL 195A, SOCECOL 195B, SOCECOL 195CW)** is a three-quarter experience focused on civic and community engagement and directly applying research skills to address a community issue. **Immersive Field Study** is a full-time immersion program focused on anti-poverty or social justice. Students live and work full time (32 hours week) in the community they serve, engage in a project to serve the community and are actively involved in faculty research. Opportunities are available locally, regionally, nationally, and internationally. More information is available at the Field Study Program website (<http://fieldstudy.soceco.uci.edu>).

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 site (<http://socialecology.uci.edu/mfi>).

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 website (<http://socialecology.uci.edu/mfi>).

Degrees

Criminology, Law and Society	B.A., M.A.S., Ph.D.
Legal and Forensic Psychology	M.L.F.P.
Planning, Policy, and Design	Ph.D.
Psychology and Social Behavior	B.A., Ph.D.
Public Policy	M.P.P.
Social Ecology	B.A., Ph.D.
Urban and Regional Planning	M.U.R.P.
Urban Studies	B.A.

Honors, Awards, and Scholarships

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).

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 website (<http://students.soceco.uci.edu/pages/frequently-asked-questions-faqs>). Other important factors are also considered and can be reviewed at Honors Recognition.

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.

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.

Requirements for the Bachelor's Degree

All students must meet the University Requirements.

School Requirements

A. Complete the following three lower-division courses:

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

B. Select one of the following courses:

PSY BEH 9	Introduction to Psychology
PSY BEH 11B	Psychology Fundamentals
PSY BEH 11C	Psychology Fundamentals

C. Select one of the following courses:

SOCECOL E8	Introduction to Environmental Analysis and Design
PP&D 4	Introduction to Urban Studies

D. Select one of the following courses:

SOCECOL 195	Field Study (four units)
SOCECOL 195A	Advanced Field Study
SOCECOL 195B	Advanced Field Study

E. 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

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

School requirements for Psychology and Social Behavior majors:

A. Complete three lower-division courses:

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

B. Select one of the following courses:

SOCECOL E8	Introduction to Environmental Analysis and Design
PP&D 4	Introduction to Urban Studies

C. Select one of the following courses:

SOCECOL 195	Field Study (four units)
SOCECOL 195A	Advanced Field Study
SOCECOL 195B	Advanced Field Study

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.

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- Social Ecology Minor Requirements

The following majors are offered:

Criminology, Law and Society, B.A.
 Psychology and Social Behavior, B.A.
 Social Ecology, B.A.
 Urban Studies, B.A.

The following minors are offered:

Criminology, Law and Society
 Psychology and Social Behavior
 Social Ecology
 Urban and Regional Planning
 Urban Studies

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 website (<http://www.changeofmajor.uci.edu>).

Career Opportunities

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

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

The UCI Career Center provides services to students and alumni including career counseling, information about job opportunities, a career library and workshops on resume preparation, job search, and interview techniques. Additional information is available in the Career Center 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 resume along with their academic and research skills. The settings provided for field study include a wide range of problem-oriented institutions and agencies in both the private and the public sector (e.g., Orange County Public Defender's Office; California State Parks; United Cerebral Palsy of Orange County; primary and secondary schools; planning, law enforcement, legal and design corporations).

Students may pursue one of three options. Field Study (traditional/quarterly), Advanced Field Study (full academic year), or Immersive Field Study (full-time/quarterly).

Traditional Field Study (SOCECOL 195) students complete 100 hours of field work with a community partner chosen from those listed and approved by the School of Social Ecology. While completing their work in the field, students meet in a small group seminar with a faculty member to discuss the issues in the field and to develop a project to apply and hone their scholarship.

Advanced Field Study (SOCECOL 195A, SOCECOL 195B, SOCECOL 195CW) is 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.

Immersive Field Study is a full-time immersion program focused on anti-poverty or social justice and is presented in collaboration with the UCI Blum Center for Poverty Alleviation. Students live and work full time (32 hours week) in the community they serve, engage in a project to serve the community, and are actively involved in faculty research. Opportunities are available locally, regionally, nationally, and internationally.

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. 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. Further information, including field study sign-up procedures and prerequisites, program applications, and placement opportunities is available at the Field Study Program website (<http://fieldstudy.soceco.uci.edu>).

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 website (<http://www.honors.uci.edu>).

School of Education

Students who plan to obtain a teaching credential or a higher degree in the field of education should consult with counselors in the UCI School of Education early in their college career. Students completing a degree program in the School of Social Ecology may qualify for a waiver of the Single Subject Credential Examination. For additional information about teaching credentials, refer to the School of Education 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 website (<http://www.studyabroad.uci.edu>) for additional information.

Interdisciplinary Minors

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

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

Undergraduate Major in Social Ecology

Requirements for the B.A. Degree in Social Ecology

All students must meet the University Requirements. All students must meet the School Requirements.

Requirements for the Major

Ten 4-unit 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 - numbered 100-193) 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. A maximum of one PSY BEH 196 course may be counted toward the major. A maximum of one CRM/LAW C196 course may be counted toward the major.

Minor in Social Ecology

Social Ecology Minor Requirements

A. Three lower-division courses (12 units)

CRM/LAW C7	Introduction to Criminology, Law and Society
SOCECOL E8	Introduction to Environmental Analysis and Design
or PP&D 4	Introduction to Urban Studies

Select one of the following courses:

PSY BEH 9	Introduction to Psychology
PSY BEH 11B	Psychology Fundamentals
PSY BEH 11C	Psychology Fundamentals

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.

Excellence in Research in Social Ecology

High-achieving students majoring in the School of Social Ecology can earn Excellence in Research in Social Ecology by participating in a two-component program consisting of faculty-supervised research and courses in methodology and statistics. To be eligible for the program, students must have earned an overall 3.2 UC GPA in their junior year, with grades of B or above in the required methodology and statistics courses (SOCECOL 10, SOCECOL 13, SOCECOL 111, and SOCECOL 190). Students will work with a faculty mentor during at least two quarters of the junior year in PSY BEH 196 or SOCECOL 198 or SOCECOL 199. Successful completion of the program also requires faculty-mentored research (SOCECOL H190A-SOCECOL H190B) and completion of a senior research thesis or a report at a research conference (SOCECOL H190W). Applications for the program are submitted in the spring quarter of the senior year, after completion of all requirements.

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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 include specialists in social, developmental, clinical, environmental, and health psychology; urban and regional planning, public policy, architecture, and design; 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. 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 Master of Advanced Studies (M.A.S.) in Criminology, Law and Society (an online degree program); the Master of Public Policy (M.P.P.); and the Master of Urban and Regional Planning (M.U.R.P.). In addition, many students in our doctoral programs 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 across the university 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; gangs; the consequences of incarceration and their families; immigration; wrongful conviction/miscarriages of justice; transitions to parenthood; personality and psychopathology; effects of chemical and social environments on early child development; urban growth management and policies; transportation policies; poverty and homelessness; community design and development; regional economic development; environmental and natural resource stress; the use of scientific information in public policy formation and litigation; and the health impacts of work environments.

Admission

To be considered for one of our Ph.D. programs, students should submit their complete application file including the application form, official transcripts, three letters of recommendation, and Graduate Record Examination (GRE) scores (see exceptions below) by the following dates:

- November 25 - Criminology, Law and Society, Ph.D.
- December 1 - Psychology and Social Behavior, Ph.D.
- December 15 - Social Ecology, Ph.D.
- January 15 - Planning, Policy, and Design, Ph.D.

**Please refer to the UCI Graduate Division Admissions website for updated admissions deadlines for all programs: <http://grad.uci.edu/admissions/index.html>.*

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 April 15 and specific program information is available at the M.A.S. in Criminology, Law and Society website (<http://clsmas.soceco.uci.edu>). Applicants may also contact the Assistant Director, Jessica Gutierrez, at 949-824-5462 or jygutier@uci.edu (jygutier@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 (janetg@uci.edu) or at 949-824-9849.

Applicants to the Master of Public Policy should submit the online application, transcripts, three letters of recommendation, GRE scores, and a resume or Curriculum Vitae. International students, who have completed any portion of their undergraduate degree in a foreign country, should also submit

TOEFL or IELTS scores. The deadline priority deadline for the MPP is January 15 and the late application deadline is May 15. For more information, contact the Assistant Director, Amira Yousef, at ayousef@uci.edu or 949-834-4052.

Emphasis in Law, Society, and Culture

Students from any UCI graduate or professional program (except for those students in self-supporting graduate programs) are eligible to apply to the Emphasis in Law, Society, and Culture, housed in the School of Social Ecology, in the spring of either their first or second year of study, for admission to the following academic year's cohort. Students must submit: (1) a statement of interest (2) an unofficial transcript, and (3) two faculty references (from faculty who know the student's capabilities; references need not be from CLSC-affiliated faculty) to be eligible for inclusion in the program. The program is comprised of 4 inter-connected components: (1) a year-long theory and research seminar (Law, Society, and Culture I, II, and III), with each quarter taught by one faculty member from a different school at UCI; (2) cross-disciplinary mentorship and advising; (3) ongoing professionalization opportunities and responsibilities; and (4) a culminating intellectual project, such as a master's paper, a publishable article, or a dissertation chapter. Each student will be assigned a faculty mentor outside of his or her home department, and will meet with that mentor on a monthly basis to discuss the student's ongoing research. To receive credit for the emphasis on their transcripts, students admitted to the program will be required to enroll in the three core courses which will be offered over the period of one year, and to comply with all requirements of those courses. Students also will be expected to incorporate the subject of law, society, and culture into their dissertations, through continued work with their cohort of emphasis students, and their assigned Center for Law, Society, and Culture advisor.

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; Planning, Policy, and Design; or Social Ecology-General.

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

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 three to four years. 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 training program that leads to the Ph.D. in Social Ecology allows students to develop a tailored course of graduate study that draws upon the knowledge of several traditional academic disciplines. The emphases of this training program are in keeping with the academic mission of the School, namely, its emphases on an interdisciplinary approach to theory and research, and the application of research to policy and intervention. Students are encouraged to integrate the diverse theoretical and methodological insights of several disciplines to analyze important social and environmental problems from a perspective of breadth as well as depth.

The following **five core courses** are required: 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, SOCECOL 264A and SOCECOL 264B; one additional approved graduate research methods or statistics course. In addition, students take a minimum of **six elective courses**, chosen in consultation with their faculty advisor.

Students are strongly encouraged to become involved in research very early in their graduate careers 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, legal analyses, etc. Students should begin work on this **pre-dissertation research project** during their first year and should complete the project 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 Social Ecology faculty members. Normally, one faculty member will serve as the chair of the committee and the major advisor for the research, but students should consult with all three members of the committee about their research plans. [Note: Students who wish to submit the written report of their research as a thesis in partial fulfillment of the requirements for the M.A. degree must have the membership of their thesis committee approved by the Associate Dean of the School acting on behalf of the Dean of the School and must be advanced to M.A. candidacy the previous quarter. Please see information on M.A. in Social Ecology]. Please contact the Director of Graduate Student Services if you have any questions.

A written report of the research must be prepared for evaluation by the members of the committee. The report typically will be comparable in scope and format to articles that appear in leading journals in the natural and behavioral sciences. Approval of the student's research project must be certified by obtaining the signature of each committee member on a form that is available online at <http://www.grad.uci.edu/forms/index.html>

The student will fill out the form, print it off and submit it to the Director of Graduate Student Services who will route the form to obtain the appropriate signatures.

The specific form in which the research report is written — whether as a formal master's thesis or a more conventional empirical article — should be determined in consultation with the student's committee and faculty advisor. The potential benefits and costs of preparing a formal thesis to obtain the M.A. degree "en route" to the Ph.D. degree should be weighed carefully. Having the M.A. degree may expand the range of employment options available to students while they are in graduate school (e.g., see eligibility requirements for summer school teaching under Sources of Summer Employment), but preparation of a formal thesis may delay the student's academic progress. In addition, the formal thesis may not lend itself as readily as other research report formats to submission for consideration for publication. These and other costs and benefits should be evaluated in consultation with the student's committee and faculty advisor.

Students complete a **breadth requirement** during their third year of study, through which they demonstrate mastery of one or more research areas within Social Ecology. Several options are available for completing the breadth requirement, including completion of a written comprehensive examination or preparation of a major paper or series of papers that intensively examine specific research issues in Social Ecology. Preferably, the approach taken should be interdisciplinary, but a unidisciplinary 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 consultation with a committee of three Social Ecology faculty members. Students are encouraged to assemble and meet with this committee as early as possible during their graduate career, and are required to do so by no later than the third quarter of their second year of study. Please contact the Director of Graduate Student Services for details.

Once the student's plans have been approved and implemented, the committee will review the student's work to evaluate whether the breadth requirement has been fulfilled and to recommend additional work if it is deemed necessary. The breadth requirement must be completed before the student can advance to candidacy for the Ph.D.

The fourth year of study is devoted to developing and defending a dissertation proposal and conducting **dissertation research**. Students complete the dissertation in their fourth or possibly fifth year. (See additional information under Advancement to Candidacy and the Doctoral Dissertation. Please take special note of the School-wide **deadline that requires students to advance to candidacy for the Ph.D. by the end of their fifth year of study.**)

The normative time for advancement to candidacy is four years. The fifth, and possibly sixth years of study are devoted to developing and defending a dissertation proposal and conducting dissertation research.

Students must complete all requirements for the Ph.D. in Social Ecology by no later than their seventh year of study, adjusted for any approved leaves of absence that the student may have taken. It is expected that most students will complete the degree requirements well in advance of this deadline. Failure to complete all degree requirements by the end of the seventh year will result in initiation of steps to terminate the student's status as a doctoral student in the Social Ecology program.

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; Pennsylvania State University; 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 of Southern California; California Air Resources Board; Orange County Department of Health Services; United Cerebral Palsy Foundation; Philadelphia Geriatric Center; New Mexico Tumor Registry; Orange County Superior Court; 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.

Faculty

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

Mario Barnes, J.D., LL.M. University of California, Berkeley; University of Wisconsin-Madison, *Associate Dean of Faculty Research and Development and 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; Social Ecology; Statistics*

Victoria Basolo, Ph.D. University of North Carolina at Chapel Hill, *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*

Graeme T. Boushey, Ph.D. University of Washington, *Assistant Professor of Political Science; Planning, Policy, and Design*

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 UCI Chancellor's 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 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)

Jefferson Chan, Ph.D. University of California, San Francisco, *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, *UCI Chancellor's Professor of Psychology and Social Behavior; Education* (cross-cultural psychology, adolescent development, cognitive neuroscience, genes and behavior)

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

Damon Clark, Ph.D. Oxford University, *Assistant Professor of Economics; 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; Biomedical Engineering; 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 Security of Employment of Criminology, Law and Society* (quantitative methodology, criminology, law and social sciences)

Joseph DiMento, 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)

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* (organization theory and behavior, stability and change in organizations, decision-making and information processing, public management, qualitative research methods)

Catherine Fisk, J.D., LL.M. University of California, Berkeley; University of Wisconsin at Madison, *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, *Chancellor and Professor of Political Science; Criminology, Law and Society; History*

David Theo Goldberg, Ph.D. The Graduate Center, City University of New York, *Director of the UC Humanities Research Institute and Professor of Comparative Literature; Anthropology; Criminology, Law and Society; Culture and Theory* (race, racism, race and the law, political theory, South Africa, digital humanities)

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; School of Law; Sociology* (criminology, juvenile delinquency, crime theory, public 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)
- Nancy Guerra, Ed.D. Harvard University, *Dean of the School of Social Ecology and Professor of Psychology and Social Behavior*
- 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 R. Hipp, Ph.D. University of North Carolina at Chapel Hill, *UCI Chancellor's Fellow and Professor of Criminology, Law and Society; Planning, Policy, and Design; Sociology* (community context of crime, household decisions and neighborhood change, research methods)
- Douglas Houston, Ph.D. University of California, Los Angeles, *Associate 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, *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, *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 Emeritus 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 Hong 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, memory and emotion, 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)
- 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, *UCI Chancellor's Fellow and Professor of Criminology, Law and Society* (law and society, psychology and law, punishment and society, race and criminal justice)
- Salvatore R. Maddi, Ph.D. Harvard University, *Professor Emeritus of Psychology and Social Behavior* (personality, psychopathology, health psychology, creativity)

Nicholas J. Marantz, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Planning, Policy, and Design*

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

Richard Matthew, Ph.D. Princeton University, *Professor of Planning, Policy, and Design; Political Science*

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* (anthropology of law, globalization, Caribbean, anthropology of money and finance, gender and kinship)

Cheryl Lee Maxson, Ph.D. University of Southern California, *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, J.D., Ph.D. State University of New York at Buffalo, *Professor Emeritus 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)

Sylvia Nam, Ph.D. University of California, Berkeley, *Assistant Professor of Anthropology; Planning, Policy, and Design*

Walter Nicholls, Ph.D. University of California, Los Angeles, *Associate Professor of Planning, Policy, and Design; Sociology* (urban sociology, politics and policy, social movements, immigration, comparative urbanism, theory, planning conflicts)

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, *Department Chair and Institute for Clinical and Translational Science and 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 Emeritus 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 Emerita of Psychology and Social Behavior* (statistics, quantitative epidemiology, employment typology)

Sarah D. Pressman, Ph.D. University of Pittsburgh, *Associate 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; Informatics; 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* (prisons, legal history, criminal justice policy, criminal and civil rights law, law and society)
- Maria G. Rendón, Ph.D. Harvard University, *Assistant Professor of Planning, Policy, and Design; Sociology* (urban sociology, immigration, race/ethnicity, sociology of education and social policy)
- Jenny K. Rinehart, Ph.D. University of New Mexico, *Lecturer with Potential Security of Employment of Psychology and Social Behavior* (health psychology, clinical psychology, sexual victimization prevention, risk perception)
- Karen S. Rook, Ph.D. University of California, Los Angeles, *Professor of Psychology and Social Behavior* (gerontology, social relationships and health)
- Michael Ruane, M.A. University of California, Los Angeles, *Lecturer of Planning, Policy, and Design*
- Ruben G. Rumbaut, Ph.D. Brandeis University, *Distinguished Professor of Sociology; Criminology, Law and Society; Education* (international migration, immigration laws, criminalization, incarceration, social inequality and mobility, race and ethnicity)
- Brett F. Sanders, Ph.D. University of Michigan, *Department Chair and Professor of Civil and Environmental Engineering; Planning, Policy, and Design* (environmental hydrodynamics, computational fluid dynamics, coastal water quality)
- 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)
- 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; 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*
- Dara H. Sorokin, Ph.D. University of California, Irvine, *Associate Professor in Residence of Medicine; Psychology and Social Behavior* (close relationships, behavioral lifestyle interventions for chronic disease management, health disparities, program evaluation)
- Ann Southworth, J.D. Stanford University, *Professor of School of Law; Criminology, Law and Society*
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- Naomi Sugie, Ph.D. Princeton University, *Assistant Professor of Criminology, Law and Society; Sociology* (sociology of crime and punishment, inequality, families, demography, methods, new technologies for data collection)
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