School of Social Ecology

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Nancy Guerra, Dean
5300 Social & Behavioral Sciences Gateway
Undergraduate Student Services: 949-824-6861
Graduate Student Services: 949-824-5918
http://socialecology.uci.edu/

Overview

The School of Social Ecology is an academic unit committed to solving important social and environmental problems through interdisciplinary, community-engaged scholarship. Just as the field of ecology focuses on the relationships between organisms and their environments, social ecology is concerned with the relationships between humans and their environment. A key premise is that complex problems can only be understood by considering how people impact and are impacted by the multiple contexts they navigate. These contexts include families, schools, social networks, the workplace, culture, communities, and the environment.

Faculty and students in the School of Social Ecology apply scientific methods to the study of a wide array of pressing issues. These issues cluster into three primary research hubs: Healthy People and Places; Crime Prevention and Social Justice; and Technology and Human Potential. Specific problems addressed cover a broad range of topics including stress and coping, the effects of trauma on children and adults, healthy aging, flood risk management, poverty alleviation, sustainable cities, juvenile justice and correctional reform, eyewitness testimony, jury decision making, youth violence and delinquency prevention, policing, crime mapping, and the impact of social media on children’s lives.

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 3,096 undergraduate majors, 249 graduate students, 70 faculty, and more than 22,000 alumni. Although faculty are affiliated with an academic department, they are trained in a broad range of disciplines including anthropology, psychology, criminology, political science, sociology, law, urban planning, and public policy. Their research and teaching is distinguished by an emphasis on the integration of the concepts and perspectives from these multiple disciplines. This focus is based on the School’s core belief that the analysis and amelioration of complex societal problems requires coordinated efforts from several disciplines.

The School of Social Ecology is a leader in community-engaged scholarship, not only in Southern California, but around the United States and internationally. Undergraduates are afforded opportunities to engage not only in laboratory-based learning, but also field-based learning through the School’s well-established and highly regarded Field Study Program which includes local, regional, national and international placement opportunities. Graduate training in the School of Social Ecology is organized around the study of contemporary problems and their solutions in the social and physical environment. Emphasis is placed upon theory and research that have implications for policy and intervention. Graduate students work closely with faculty in the classroom, in laboratories, and in the field on important projects that enhance their research skills while advancing knowledge and finding solutions to important societal problems.

Research Facilities

Social Ecology I and II and the nearby Social & Behavioral Sciences Gateway building are wireless environments that feature experimental research facilities 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 operates wet laboratory facilities to support innovative research in the field of salivary bioscience, as well as behavioral assessment laboratories. Students also take advantage of up-to-date computing facilities and assistance to ensure that their skills prepare them for either advanced study or for the changing needs of today’s workplace.

Centers for Research

The Institute for Interdisciplinary Salivary Bioscience Research (IISBR) pushes the cutting edge of knowledge related to the discovery and application of oral fluid (saliva) as a research and diagnostic specimen. Specific aims are to: (a) incorporate the measurement of indicators found in oral fluids into research—developmental, social, behavioral, health, clinical, prevention, and rehabilitative sciences—and determine whether understanding in those areas can be advanced using unique, minimally invasive measurements of biological systems through saliva; (b) open windows of opportunity for researchers in economics, psychology, sociology, anthropology, gerontology, nursing, social work, preventive medicine, medicine, occupational science, sports medicine, psychiatry, and neuroscience among others, and (c) serve as a world stage for investigators to meet, discuss, and refine their ideas.
about the role of saliva as a research and diagnostic specimen. Researchers from universities and institutions across the country and internationally collaborate with IISBR. More information is available at the Institute for Interdisciplinary Salivary Bioscience Research website (https://iisbr.uci.edu).

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, is 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 Blum Center for Poverty Alleviation was founded as part of a system-wide consortium that began with the Blum Center for Developing Economies at UC Berkeley, and now includes all ten of the University of California campuses. This federation of Blum Centers is united by the idea that world-class universities must play a leadership role in tackling the world’s most daunting challenge – poverty. UCI’s Blum Center undertakes collaborative interdisciplinary research focused on understanding and alleviating the contemporary challenges of low-resource communities. It also has developed innovative courses to introduce students to the many dimensions of poverty in the 21st century and to provide them with opportunities to make meaningful contributions to alleviating poverty at home and abroad. The School of Social Ecology works collaboratively with the UCI Division of Teaching & Learning to support Blum Center activities. More information is available at the Blum Center website (http://blumcenter.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 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://newkirkcenter.uci.edu).

The Center for Psychology and Law (CPL) draws together faculty from the Department of Criminology, Law and Society and the Department of Psychology and Social Behavior. UC Irvine is 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. CPL’s 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).

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 have emerged as an exciting area of legal scholarship and UC Irvine 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 Center for Unconventional Security Affairs (CUSA) addresses emerging threats such as global terrorist networks, environmental change, and cyber-attacks. The Center serves as the hub of a global network of academics and practitioners who study and develop solutions to human and environmental security challenges. Through basic, translational and applied research, the Center leverages emerging technologies to better understand and meet the most urgent needs of current and future generations. CUSA’s 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).

In the Community

The Criminology Outreach Program (COP) was established in 1999 to address the needs of under-served students in the community through 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 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 225 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).

Degrees

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree(s)</th>
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</thead>
<tbody>
<tr>
<td>Criminology, Law and Society</td>
<td>B.A., M.A.S., Ph.D.</td>
</tr>
<tr>
<td>Legal and Forensic Psychology</td>
<td>M.L.F.P.</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., 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

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 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.

Graduation with Honors. Honors at graduation will be awarded to approximately 16 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 2 percent summa cum laude, 4 percent magna cum laude, and 10 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:

<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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<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>
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</table>

C. Select one of the following courses:

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

D. Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</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>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCECOL 10</td>
<td>Research Design</td>
</tr>
<tr>
<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>
</tbody>
</table>

B. Select one of the following courses:

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

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.

On This Page:

• Career Opportunities
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 per 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 and nationally. Internationally, the School has an immersive field study site in La Paz, Baja California del Sur, and is developing additional international sites in Latin America, Asia, Europe and Africa.

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 make 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).

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 21st 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. 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)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CRM/LAW C7</td>
<td>Introduction to Criminology, Law and Society</td>
</tr>
<tr>
<td>SOCECOL E8</td>
<td>Introduction to Environmental Analysis and Design</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PP&amp;D 4</td>
<td>Introduction to Urban Studies</td>
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Select one of the following courses:

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<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>

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 111W, 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.
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. 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; the consequences of incarceration and their families; immigration; wrongful conviction/misconduct 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 jgyutier@uci.edu (jgyutier@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.
Formal advancement to candidacy for the Ph.D. will be approved by the Dean of the Graduate Division upon recommendation by a unanimous vote after the end of their fifth year of study.

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 further knowledge, a detailed specification of the proposed method of investigating the problem, and a description of the planned methods for analyzing a thorough examination of the history of the problem being proposed for investigation, its current status, the way in which the proposed research will

A student may be formally advanced to candidacy for the Ph.D. 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

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. 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.

Advancement

A student may be formally advanced to candidacy for the Ph.D. 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. 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., complete the M.A. 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.

**Requirements**

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.

**Research**

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. 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. “en route” to the Ph.D. should be weighed carefully. Having the M.A. 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.

**Breadth Requirement**

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.
Dissertation
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 Emeritus 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; Religious Studies (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
Jessica Borelli, Ph.D. Yale University, Associate Professor of Psychology and Social Behavior (developmental, psychopathology, parent-child relationships and child anxiety, attachment relationships)
Graeme T. Boushey, Ph.D. University of Washington, Associate Professor of Political Science; Planning, Policy, and Design
Tim-Allen Bruckner, Ph.D. University of California, Berkeley, Associate Professor of Program in Public Health; Planning, Policy, and Design
Jan K. Brueckner, Ph.D. Stanford University, 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

Bongkyoo Choi, Sc.D. University of Massachusetts, Assistant Professor of Medicine; Environmental Health Sciences; Program in Public Health

Damon Clark, Ph.D. Oxford University, Associate Professor of Economics; Planning, Policy, and Design

Simon A. Cole, Ph.D. Cornell University, Professor of Criminology, Law and Society; History; School of Law (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; 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, Department Chair and 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, Genetic Epidemiology Research Institute and 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; School of Law

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 (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; Sociology (criminology, juvenile delinquency, crime theory, public policy)

Douglas A. Granger, Ph.D. University of California, Irvine, Director of the Institute for Interdisciplinary Salivary Bioscience and Professor of Psychology and Social Behavior (psychoneuroendocrinology, salivary bioscience, hormone-behavior relationships across the lifespan, in high- and low-risk populations)

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 (childrens' aggression and behavior problems, prevention of youth violence, promotion of healthy youth development)

Sora Han, Ph.D. University of California, Santa Cruz, Assistant Professor of Criminology, Law and Society; African American Studies; Culture and Theory; School of Law (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, Department Chair and 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; Genetic Counseling
Masashi Kitazawa, Ph.D. Iowa State University, Assistant Professor of Medicine; Environmental Health Sciences (impact of neuroinflammation on the molecular pathogenesis of Alzheimer's disease and how aging and/or environmental exposure perturb physiological functions of astrocytes and microglia and disrupt inflammatory microenvironment in the brain)

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

J. Zoe Klemfuss, Ph.D. Cornell University, Assistant Professor of Psychology and Social Behavior (narrative development, children's autobiographical memory, sociocontextual influences on children's narrative, memory and well-being, children's eyewitness abilities)

Charis E. Kubrin, Ph.D. University of Washington, 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, Director of the Environmental Health Sciences Graduate Program and 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, Associate 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; School of Law (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; School of Law

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 (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; Religious 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 Nichols, 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)

Candice Odgers, Ph.D. University of Virginia, Professor of Psychology and Social Behavior (effects of social inequalities and early adversity on children's future health and well-being, role of technology on children's development)

Oladele A. Ogunseitan, Ph.D. University of Tennessee, Department Chair 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 (white-collar and corporate crime, criminology, criminal justice, deviance and social control, sociology of law)

Joann Praise, 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; School of Law (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 E. 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; Chicano/Latino Studies; 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, 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; Education; 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; School of Law (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

Azim Shariff, Ph.D. University of British Columbia, Assistant Professor of Psychology and Social Behavior (social/personality psychology, religion, morality, cultural and evolutionary psychology)

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. Sorkin, Ph.D. University of California, Irvine, Associate Professor in Residence of Medicine; Program in Public Health; 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

Mark Steyvers, Ph.D. Indiana University, Professor of Cognitive Sciences; Computer Science; Psychology and Social Behavior (higher-order cognition, cognitive neuroscience, computational modeling, collective intelligence)

Daniel Stokols, Ph.D. University of North Carolina at Wilmington, Professor Emeritus of Psychology and Social Behavior; Planning, Policy, and Design; Program in Public Health; Religious Studies

Luis Suarez-Villa, Ph.D. Cornell University, Professor Emeritus 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, demography, methods, new technologies for data collection)

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

Shauhin A. Talesh, J.D., Ph.D. University of Connecticut, University of California, Berkeley, Director, Law and Graduate Studies Program and 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 Mellon University, Professor of Criminology, Law and Society; Planning, Policy, and Design (criminology, community context of violence, urban youth gangs, homicide studies)

Rodolfo D. Torres, Ph.D. Claremont Graduate University, Professor of Planning, Policy, and Design; Political Science

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, Associate Professor of Sociology; Criminology, Law and Society (social inequality, family demography, population health, incarceration and punishment, intergenerational transmission of disadvantage, child well-being)

Deborah Lowe Vandell, Ph.D. Boston University, Professor of Education; Psychology and Social Behavior (longitudinal studies of development, early childhood education, after-school programs, summer learning, child development, adolescent development)
Kerry Vandell, Ph.D. Massachusetts Institute of Technology, Professor Emeritus 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 ethnicity)

Linda T. Võ, Ph.D. University of California, San Diego, Professor of Asian American Studies; 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; School of Law; Sociology (racial politics of social control, legal profession, youth justice, racial violence, transitional justice)

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)

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