School of Social Sciences

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Overview

Boundaryless. Google the term – coined by former GE CEO Jack Welch – and you’ll learn that it’s most often applied in business to explain an organization that throws caution to the wind, scrapping boundaries, and bureaucracies in order to tap the internal power of its people to directly enact change.

For the past 50 years, the School of Social Sciences has been putting this approach into practice, breaking down traditional barriers to create change in society, economies, and human well-being. But never has this boundaryless-mindset been more important than today.

The 21st century has brought on profound and previously unthinkable social change. We live longer and face new social, economic, and health challenges brought on by an aging population. Political, ethical, and environmental challenges are marked by ever-increasing uncertainty and, paradoxically, the easy availability of more and more data about us.

These challenges know no boundaries – they stop at no border and they aren’t limited to one discipline.

That’s why social scientists at the University of California, Irvine are facing them head on, together.

Our students, who comprise nearly 20 percent of the entire UCI student body, are in the conflict zones of the Middle East and teaching global awareness in Orange County high schools. They are in our groundbreaking behavioral economics labs, testing new methods to reduce traffic congestion, create better online marketplaces, and prevent the spread of disease. They are in our brain, behavior, and cognitive robotics labs – mapping the structure of the human brain to understand how speech works in order to help restore it in victims of stroke, and building interactive robots aimed at improving social engagement in children with ADHD and autism. Our students are doing fieldwork in India, Africa, China – indeed, everywhere on the planet, exploring fundamental issues of peace, politics, population, migration, and cross-cultural communication.

Our faculty are breaking with convention to forge connections with computer science, engineering, the arts and the humanities. Interdisciplinary work with law, medicine, and environmental science helps our researchers educate policy makers on the social, cultural, and psychological factors impacting regulation and policy adoption, health and human behavior.

Our maverick spirit and openness to new approaches and unexpected collaborations has kept us nimble and at the cutting-edge in a number of fields as different as transportation economics, cultural anthropology, the philosophy of physics and biology, and the sociology of mass movements.

Our world-class professors in our seven top-ranking departments are experts in their fields, consistently sought by national media to provide perspective on innovative discoveries and pressing social problems. Our faculty are teaching courses within the most popular majors on campus and leading more students to successful graduation than any other academic unit at UCI.

Our alumni – numbering more than 47,000 strong – are taking their world-class education from our Irvine classrooms to the halls of justice in D.C. and international relations work in capitals around the world, to entrepreneurial endeavors from Northgate to Northern Africa, to courtrooms across the nation, boardrooms in some of the world’s top companies, and classrooms around the globe where they’re training our next generation of leaders.

And we’re just getting started.

Learn more within these pages about our degree programs, research centers, student programs, and opportunities. Involvement in any one of our endeavors helps us in our continuing effort to push the limits in traditional social sciences work because we believe that solutions to some of society’s greatest challenges lie in our ability to break the mold, to be boundaryless.
Special Facilities

The school maintains several special facilities for research and education.

The Social Sciences Research Laboratory, used for both faculty and student research, occupies the entire fourth floor of the Social Sciences Laboratory Building. The facility contains 40 experiment and control rooms and several specialized facilities including a virtual reality facility and cognition laboratory.

Three Computer Laboratories provide access to networked systems, where students can work on assignments using full-featured word-processing, database, graphics, and statistical packages. In addition, these computers provide students with access to e-mail and Internet services. The Social Science Plaza facility contains state-of-the-art, high-tech lecture halls and is fully Internet accessible.

The Social Sciences Academic Resource Center (SSARC) was created over a decade ago to help School of Social Sciences students obtain the appropriate information to select a career and/or graduate school program, generate professional contacts, and learn how to gain a competitive edge during their undergraduate years. Centered around the five educational pillars (academics, research, practical experience, leadership, and community service), the SSARC offers valuable services, programming, and resources ranging from resume consultation, internship opportunities, and graduate school guidance, to research and leadership training. Through one-on-one consultations and various co-curricular programs, staff assist students with developing an educational blueprint that will ensure a quality educational experience while developing a strong educational portfolio and transforming each student into successful leaders within their chosen careers. Visit the Social Sciences Academic Resource Center website (http://www.ssarc.socsci.uci.edu) for more information.

Social Sciences Undergraduate Affairs (SSUSA) provides general and detailed information about UCI, the School of Social Sciences, and specific requirements exclusive to the majors and minors in the school to students, faculty, administrators, and the general public. SSUSA is fully staffed with academic counselors who speak one-on-one with students regarding their UCI academic career as well as opportunities beyond the classroom.

There are also eight peer academic advisors available to undergraduates for walk-in advising regarding requirements and classes. Visit the Social Sciences Undergraduate Student Affairs website (http://www.undergrad.socsci.uci.edu/ugs_usa) for more information.

The Experimental Social Science Laboratory, launched in fall 2011, is dedicated to experimental studies on individual and interactive decision making in the social sciences. The facility is available to researchers in all social science disciplines and can accommodate up to 40 research subjects at a time for computer-based studies of human behavior. Researchers interested in using the facility, and students interested in participating in paid studies, should visit Experimental Social Science Laboratory website (http://www.essl.socsci.uci.edu) or email essl@ss.uci.edu.

The School of Social Sciences Anechoic Research Facility opened in fall 2011 as a shared school resource for use by all faculty who have an interest in auditory research. The facility includes a large (12.5’ x 12.5’ x 7’ interior) acoustically isolated RF-shielded chamber for free-field research and a second smaller RF-shielded steel booth for research using headphones. The facility has access to state-of-the-art equipment including a harmonizer, function generators, oscilloscopes, mixers/equalizers, amplifiers, ABR setup (auditory brainstem recording), and research-quality vocal microphones and headphones. To learn more about the facility, or to request time for use, visit the School of Social Sciences Anechoic Research Facility website (http://faculty.sites.uci.edu/anechoic) .

Centers for Research

The UC Irvine branch of the California Census Research Data Center is a partnership between the School of Social Sciences and the U.S. Census Bureau. The on-campus site allows UCI researchers access to confidential Census data that is central to high quality research in economics, sociology, health services, public health, transportation, law, and business. With these data, researchers can link information about the policy environment at a detailed geographic level with micro level data on public health, transportation, labor, crime, education and other highly relevant public policy-oriented outcomes. The result? Studies that address pressing policy needs – like how crime impacts local businesses, or how educational attainment effects labor earnings at local and national levels. Data accessible through the center includes U.S. Census records as well as datasets from the National Center for Health Statistics and Agency for Healthcare Research and Quality and others. Learn more at Census Research Data Center website (http://www.cccrc.uci.edu).

The Center for the Advancement of Logic, its Philosophy, History and Applications (C-ALPHA) provides a formal structure that strengthens extant cross-disciplinary connections while fostering new ones. Modern logic is the science of valid inference. Not being restricted to any particular subject matter, it applies to all human endeavors that aspire to an understanding of rationality, the discovery of proofs, the assessment of evidence, or the establishing of truths - including the physical sciences, the formal sciences like mathematics and legal theory, as well as the social sciences, whether they follow quantitative or qualitative research paradigms. Learn more at the Center for the Advancement of Logic, its Philosophy, History and Applications website (http://www.calpha.socsci.uci.edu).

The Center for Asian Studies at the University of California, Irvine is comprised of more than 40 interdisciplinary faculty members who study China, Japan, Korea, India, and Southeast Asia and enhance the study of the many countries and cultures of Asia. Housed in the School of Social Sciences, the Center provides a forum for discussions across geographic and disciplinary boundaries both on campus and within the community. Learn more at the Center of Asian Studies website (http://www.asianstudies.uci.edu).

The Center for Citizen Peacebuilding at UCI is a distinctive international clearinghouse for research, education, and action on public peace processes. The program focuses on how citizens participate in these activities to prevent violent conflict and, if violence occurs, to promote reconciliation, and
sustainable peace. The purpose is to significantly contribute to the theory and practice of conflict resolution. Learn more at the Center for Citizen Peacebuilding website (http://www.peacebuilding.uci.edu).

The Center for Cognitive Neuroscience and Engineering (CENCE) is a multidisciplinary research center aimed at understanding the relation between cognitive abilities and neural systems through brain imaging, brain mapping, computational modeling, informatics, and engineering techniques. The center’s research focus in cognitive neuroscience and engineering spans a wide range of methods involving human and animal work, and engineering techniques, such as BCI, BMI, biorobotics, computational neuroscience, neuroinformatics, neuromorphic engineering, neurorobotics, signal processing, image analysis, and mathematical models of brain data. Learn more at Center for Cognitive Neuroscience and Engineering website (http://www.cence.socsci.uci.edu).

The Center for Decision Analysis, located in the Institute for Mathematical Behavioral Sciences (IMBS) in the School of Social Sciences, is a specialized research center where the objective is to facilitate interaction and common research goals among scientists whose purpose is to formulate precisely and test theories of human behavior. This is to be interpreted in a wide sense as manifested by the membership which spans the following areas: anthropology, cognitive science, economics, engineering, logic and philosophy of science, mathematics, political science, and sociology. Additional faculty come from management science and psychobiology. To describe the focus, consider the fruitful symbiotic relationship that has existed for millennia between mathematics and the physical sciences. A goal of IMBS is to generate a similar relationship between mathematics and the behavioral and social sciences. With high-power social scientists (several are members of the National Academy) providing insights about the field and working with the mathematicians who are involved, new mathematical approaches to analyze these issues are being developed and new kinds of mathematical questions are being raised. For more information, visit the Institute for Mathematical Behavioral Sciences website (http://www.imbs.uci.edu).

The Center for Demographic and Social Analysis (C-DASA) advances population science by bridging academic units to identify common research interests and exchange new conceptual approaches and analytic methods. Serving 50 UCI faculty members in a dozen departments, as well as their graduate and postgraduate trainees, the Center is committed to research on the critical issues shaping the well-being of local, national, and global populations. Faculty affiliates are recognized for award-winning research, ranging from China’s one-child policy to global influenza epidemics, from programs to raise school achievement to social networks that link local neighborhoods. C-DASA promotes innovative research by fostering multidisciplinary exchange, supporting collaboration, and building the advanced infrastructure essential for demographic research and training in the 21st century. For additional information, including upcoming seminars, visit the Center for Demographic and Social Analysis website (http://www.cdasa.socsci.uci.edu).

Established in 2016 with generous funding from the Laura and John Arnold Foundation, as well as the UCI School of Social Sciences and community members, UCI’s Economic Self-Sufficiency Policy Research Institute (ESSPRI) spearheads original and cutting edge research on the effectiveness of policies and programs designed to support economic self-sufficiency. Learn more at the ESSPRI website (http://esspri.uci.edu).

Established in 2006, the Center for Ethnography works to develop a series of sustained theoretical and methodological conversations about ethnographic research practices across the disciplines. It supports innovative collaborative ethnographic research as well as research on the theoretical and methodological refunctioning of ethnography for contemporary cultural, social, and technological transformations. Learn more at the Center for Ethnography website (http://www.ethnography.uci.edu).

The Center for Global Peace and Conflict Studies (CGPACS) is a multidisciplinary research unit housed in the School of Social Sciences. The mission of CGPACS is to promote research on international problems and processes. Current research emphases include weapons of mass destruction, especially biological weapons; international governance, focusing on the evolution of international norms and institutions; citizen peace building; international environmental cooperation; and religion in international affairs. CGPACS also sponsors research conferences and public colloquia on topics of current significance. The Center’s Margolis Lecture brings to UCI high-profile speakers who have played active roles in international affairs. Recent Margolis Lectures have featured Justice Louise Arbour, former chief prosecutor for the International Criminal Tribunals; Chinese democracy activist Wei Jinsheng; Congressman Christopher Cox; former Secretary of State Warren Christopher; and former Secretary of Defense William Perry. Visit the Center for Global Peace and Conflict Studies website (http://www.cgpacs.uci.edu) for more information.

The Center for Language Science is a multidisciplinary, interactive research community aimed at understanding how language is organized in the human mind, how this system of knowledge is learned, how it is understood and expressed, and how it is represented and processed by the brain. This effort spans a wide range of scientific research areas, from basic and clinical hearing research to computational and psychological models of the structure and processing of linguistic knowledge to detailed neuroanatomical models hearing, comprehending, and speaking derived from advanced neuroimaging and clinical-based methods. Accordingly, Center faculty are drawn from several departments and schools at UCI including Cognitive Sciences, Psychology and Social Behavior, Anthropology, Computer Science, Logic and Philosophy of Science, Mathematics, Education, Humanities, Biological Sciences, and Medicine. The Center for Language Science has three specific aims: (1) to promote an integrated, multidisciplinary research program on language from the unique and diverse perspective afforded by UCI’s faculty; (2) to promote and guide training in the field of language science; and (3) to inform and guide the development of new clinical applications for hearing, speech, and language disorders that impact millions of people worldwide. Learn more at the Center for Language Science website (http://www.languagescience.socsci.uci.edu).

The purpose of the UCI Center for Research on Immigration, Population, and Public Policy is to foster and conduct basic and policy-relevant research on international migration and other population processes, with a main focus on U.S. immigration. In order to encourage multi-investigator, multidisciplinary, and interdisciplinary research projects, the Center organizes informal discussions of ideas for future research projects, “brainstorming” sessions about research funding opportunities, “brown-bag” presentations of research findings, and workshops and conferences. Much of the Center’s research focuses on the multigenerational incorporation experiences of immigrant groups in the United States, especially those occurring in diverse
contexts such as Southern California. Investigations of this type often devote as much attention to what happens to the children and grandchildren of immigrants as to what happens to immigrants themselves. For more information, visit the UCI Center for Research on Immigration, Population, and Public Policy website (http://www.immigrationresearch.uci.edu).

The Jack W. Peltason Center for the Study of Democracy (CSD) continues the work of the UCI Focused Research Program on Democratization that was founded in 1991 and sponsors research and training on the process of democratic transition and the expansion of the democratic process in already established democracies. CSD includes a multidisciplinary faculty from four UC campuses. CSD’s activities are focused on three areas. First, faculty administer a graduate training program on empirical democratic theory. The National Science Foundation selected UCI in 1995 as a national center for the training of doctoral students in democratization issues; the five-year NSF grant provides funding for graduate fellowships and other training activities. Second, the democracy research program aims at improving the democratic process in the United States and other established democracies as we enter the next century. The program focuses on reforms to increase the ability of citizens to express their preferences and have these preferences represented within the democratic process. Third, CSD supports research on the development of sustainable democracies in Eastern Europe, East Asia, and other new democracies. The New Democracies Initiative contributes to the promotion of democracy in these formerly authoritarian systems. For more information visit the Center for the Study of Democracy website (http://www.democracy.uci.edu).

The Institute for International, Global and Regional Studies (IGARS) was created to be a hub for research and teaching at UCI on the interactions of politics, economics, societies, cultures, and history in global and international affairs. It provides a calendar of events, hosts the bi-weekly International Studies Public Forum and monthly research seminars, collaborates with over 17 other campus centers, and promotes seed funding for collaborative research activities on international and global issues. Faculty associated with IGARS participate in the international studies undergraduate major and honors program and the minor in conflict resolution. Learn more at the Institute for International, Global and Regional Studies website (http://www.internationalstudies.socsci.uci.edu).

The Institute for Money, Technology and Financial Inclusion (IMTFI) was formed in 2008. Its mission is to support research on money and technology among the world’s poorest people: those who live on less than $1 per day. IMTFI seeks to create a community of practice and inquiry into the everyday uses and meanings of money, as well as the technological infrastructures being developed as carriers of mainstream and alternative currencies worldwide. Learn more at the Institute for Money, Technology and Financial Inclusion website (http://www.imtfi.uci.edu).

The UCI Interdisciplinary Center for the Scientific Study of Ethics and Morality was established in 2003 by a group of scholars interested in recent scientific research that yields insight on the origins and causes of morality. In creating the center, UCI faculty both address a topic that is becoming one of the new frontiers in science and reflect critically on the moral implications of this new frontier. The center focuses on the etiology of ethical behavior and differs in several important ways from existing centers dedicated to the discussion of ethics. Traditional academic approaches tend to originate in philosophical, foundational, or religious discussions of ethics. They tend to be humanistic in orientation and emphasize abstract, theoretical considerations of what constitutes ethics and morality. The center complements this traditional approach and explores the scientific and/or the empirically verifiable factors that influence morality, using a variety of methodologies that examine factors contributing to and driving moral action in a variety of social, psychological, and biological contexts. The center encourages ties between scholars interested in ethics in humanities and the sciences—including social science, social ecology, biological sciences, and medicine—building on the interdisciplinary tradition at UCI, complementing, rather than duplicating, existing efforts. Visit UCI Interdisciplinary Center for the Scientific Study of Ethics and Morality website (http://www.ethicscenter.uci.edu) for more information.

### Degrees

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<tr>
<th>Field</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Business Economics</td>
<td>B.A.</td>
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<tr>
<td>Chicano/Latino Studies</td>
<td>B.A.</td>
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<tr>
<td>Cognitive Neuroscience</td>
<td>M.S.</td>
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<tr>
<td>Cognitive Sciences</td>
<td>B.S.</td>
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<tr>
<td>Economics</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>International Studies</td>
<td>B.A.</td>
</tr>
<tr>
<td>Philosophy¹</td>
<td>M.A., Ph.D.</td>
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<tr>
<td>Political Science</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Philosophy, Political Science, and Economics</td>
<td>M.A.</td>
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<tr>
<td>Psychology</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Public Policy²</td>
<td>M.P.P.</td>
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<tr>
<td>Quantitative Economics</td>
<td>B.A.</td>
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<tr>
<td>Social Policy and Public Service</td>
<td>B.A.</td>
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<tr>
<td>Social Science</td>
<td>B.A., M.A., Ph.D.</td>
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<tr>
<td>Sociology</td>
<td>B.A., M.A., Ph.D.</td>
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Within the Ph.D. in Social Science is an optional concentration in Mathematical Behavioral Sciences, supervised by an interdisciplinary group of faculty.
Within the M.A. in Social Science, students may apply directly to the concentration in Demographic and Social Analysis. For those enrolled in a Ph.D. program at another institution, the M.A. concentration in Mathematical Behavioral Sciences is available. A concentration in Medicine, Science, and Technology Studies is available within the M.A. in Social Science.

1 Jointly administered by the Department of Philosophy in the School of Humanities.
2 Jointly administered by the School of Social Ecology.
3 Admission to this program is no longer available.

Honors
Graduation with Honors. No more than 16 percent of the graduating seniors, who have completed at least 72 units in the University of California will receive honors: 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. To be eligible for consideration for honors at graduation, the student must, before the end of winter quarter of the senior year, have submitted an Application for Graduation; be officially declared as a major within the School of Social Sciences; have all corrections to the academic record processed by the Registrar’s Office; if completing the Language Other Than English general education requirement with a language exemption test, pass the test by the end of winter quarter; and be able to verify completion of all course work by the end of the spring quarter of the senior year. Other factors are listed in the Honors Recognition section.

Dean’s Honor List. The quarterly Dean’s Honor List is composed of students who have received a 3.5 grade point average while carrying a minimum of 12 graded units.

Departmental Honors Programs. Most departments in the School of Social Sciences offer an honors program (refer to the departmental information). Upon successful completion of the honors program, students graduate with honors in their respective majors and their transcripts note that they were in the honors program.

Honor Societies. Several departments in the School of Social Sciences belong to a national honor society. Eligibility is based on satisfying the requirements of the specific honor society. In the School of Social Sciences, these national honor societies include Lambda Alpha Kappa (Anthropology), Omicron Delta Epsilon (Economics), Pi Omicron of Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Pi Gamma Mu (Social Sciences), Sigma Iota Rho (International Studies), and Alpha Kappa Delta (Sociology).

Order of Merit. The Dean of the School of Social Sciences’ Order of Merit award recognizes the most outstanding graduating undergraduates and graduate students for their academic achievements, contributions to the School, and service to the campus and community.

Kathy Alberti Award for Graduate Student Excellence. This award recognizes a graduate student who holds truly outstanding promise as a future professor or teacher.

Alumni Academic Excellence Scholarship. This scholarship recognizes an undergraduate for outstanding academic performance and service to the School, campus, and community.

The Ruth Fulton Benedict Prize. This prize recognizes outstanding writing in anthropology by an undergraduate.

Steve Borowski Scholarship. This scholarship is awarded to an exemplary School of Social Sciences student athlete. The award winner is selected from among a pool of Social Sciences student athletes based on academic merit and extracurricular involvement. Coaches may also nominate outstanding Social Sciences student athletes. Athletes interested in being considered should contact their coaches. Administered by Athletics. Award varies.

The Boukai Family Foundation Middle East Studies Student Initiative Research Award. This award recognizes MESSI students for academic excellence. Applicants must be full-time MESSI students with a 3.0 GPA or higher.

James N. Danziger Award for Teaching Excellence. This award recognizes a Political Science graduate student who has advanced to candidacy for teaching excellence.

David Easton Award. This award is given for the outstanding qualifying paper written by a Political Science graduate student during the preceding academic year.

Harry Eckstein Award for the Outstanding Undergraduate Honors Thesis. This award is given annually for the best honors thesis written by a Political Science major.

Harry Eckstein Memorial Fund. The Harry Eckstein Memorial Fund is presented annually to Political Science graduate students conducting research toward the completion of the Ph.D. in Political Science at UCI. Recipients of the award are designated as Eckstein Scholars.

Jean-Claude Falmagne Research Award. This award is given to a Cognitive Sciences graduate student who has advanced to candidacy for the Ph.D. The award is to support the student’s summer research activity.
Jeff Garcilazo Scholarship. This award, established in honor and memory of the late Chicano/Latino Studies and History professor Jeff Garcilazo, is awarded annually to the undergraduate student author(s) of the best research paper(s) in Chicano/Latino Studies, to provide opportunities for students to examine the historical and contemporary experiences of Latino communities.

Sheen T. Kassouf Endowed Fellowship. The fellowship is awarded to a student enrolled in the UCI Economics doctoral program. Graduate students in all areas of economics are eligible, with the major criteria for the award being excellence in course work and research.

The Justine Lambert Prize in Foundations of Science. This award is given every other year to the best submitted graduate paper on the foundations of logic, mathematics, and the empirical sciences. The competition is open to all graduate students at UCI, regardless of department or school affiliation.

Charles A. Lave Paper Prize for Creative Modeling in Social Sciences. The prize is awarded to any UCI undergraduate or graduate student and may be in any social or behavioral science discipline, or interdisciplinary. It may be qualitative (with words only) or quantitative (with mathematical expressions). The prize will be awarded to a paper that displays creative modeling; points to or includes data that permits model evaluation; and exhibits the clear writing and brevity that Charles Lave valued.

Alice B. Macy Outstanding Undergraduate Paper Award. This award is given to a Social Sciences undergraduate student in any discipline for a paper that demonstrates original research.

The Malinowski Prize for Undergraduate Research. This award recognizes outstanding original research in the area of anthropology.

Thomas W. McGillin Scholarship. This scholarship is given to an undergraduate who is a first-generation citizen of this country with at least one foreign-born parent.

Outstanding Legal Scholar Scholarship. This scholarship is given to an undergraduate who has achieved outstanding academic achievement as well as contributing to the UCI Law Forum program.

Outstanding Transfer Student Scholarship. This scholarship is given to an outstanding community college transfer student in the School of Social Sciences.

Sanli Pastore & Hill, Inc. Excellence in Economics Writing Award. The Institute for Mathematical Behavioral Sciences (IMBS) awards this paper prize for the top graduate student paper in economics or decision analysis. Students who have written papers in game theory, economic theory, mathematical economics, decision analysis, and related areas are encouraged to submit them for consideration.

Jack and Suzie Peltason Scholarship. This award is given at the discretion of the department chair to support and facilitate the education of undergraduate Political Science majors. All undergraduate political science majors are eligible to apply.

Pi Omicron Award for Outstanding Political Science Major. This award is given annually by UCI’s Pi Omicron Chapter of Pi Sigma Alpha to a graduating senior Political Science major who best exemplifies a commitment to academic excellence and public service.

A. Kimball Romney Outstanding Graduate Paper Award. This award is given to a Social Sciences graduate student in any discipline for a paper that demonstrates original research.

David and Kristen Rosten International and Community Service Scholarship. This scholarship is awarded to an undergraduate who is planning a career in public service in either the domestic or international community.

Vicki Ruiz Award. This award is given to graduating seniors in Chicano/Latino Studies who have achieved scholarly excellence and service. Nomination by faculty in the Department of Chicano/Latino Studies is required for this award.

Elena B. and William R. Schonfeld Scholarship. This scholarship is awarded annually in the School of Social Sciences to the outstanding undergraduate who combines excellence in scholarship with dedication to the University community and the highest level of achievement in other fields. The award is available to students with one year remaining prior to graduation.

School of Social Sciences Outstanding Graduate Scholarship Award. This award is for high intellectual achievement by a Social Sciences graduate student.

School of Social Sciences Outstanding Graduate Student Service Award. This award is for contributions to the Social Science community, including the intellectual growth of others.

School of Social Sciences Outstanding Undergraduate Honors Thesis Award. This award is for the outstanding undergraduate honors thesis.

School of Social Sciences Student Athlete Award. This award is given to a Social Sciences student who has demonstrated outstanding academic achievement as well as significant contributions to the UCI Athletics Department.

Gary Singer Scholar Athlete Award. This award is for a student athlete who has outstanding academic achievement as well as contributions to their sport.

Robin M. Williams Award. This award is given to an undergraduate student and a graduate student for the best research paper in the field of sociology.
**John I. Yellot Scholar Award.** This award is given to a Cognitive Sciences graduate student who has not yet advanced to candidacy for the Ph.D. The award is to support the student’s summer research activity.

**Community Outreach**

The Ambassador’s Council has been created to promote and enrich the school by supporting new and existing school-wide/department projects. It collectively acts as an official student in discussing program development with administrators and department chairs and other faculty.

**Global Connect** is a university led curriculum program through which UCI social sciences faculty, undergraduate and graduate students bring their knowledge of international issues into high school classrooms in order to better prepare students to become informed global citizens. UCI faculty and students develop global issue-focused lesson plans on topics such as UN millennium development goals, mass media and technology, and the purpose of NGOs – areas of study in which UCI experts are known internationally, but subjects which are not part of the current California state education standards. Lessons are team-taught by UCI students and faculty alongside high school educators in Newport Mesa and Saddleback School Districts. The real-time course content, updated annually, reflects the continually changing global landscape while bringing new and updated university research directly to high school teachers - a challenge that traditional textbook publishing schedules are unable to keep up with.

**HABLA** is a broad-spectrum Latino-focused educational outreach program based in the School of Social Sciences and created by Professor Virginia Mann in 2000 with the support of the Orange County Children and Families Commission. Its purpose is to increase the school readiness of disadvantaged children ages two–four years, by uniting faculty and students at UCI with the Santa Ana Unified School System, local Families Resource Center, Americorp/VISTA, FACT, and the national Parent Child Home Program (PCHP).

**Jumpstart** was established on the UCI campus by Professor Virginia Mann in 2003. Students involved as Jumpstart members are paired with children participating in pre-school programs in the local Orange County area. The purpose is to help young students develop language, literacy, and social skills. Social Sciences undergraduates usually serve with Jumpstart for a full school year. The UCI Jumpstart program recruits, trains, and supervises UCI students to work with Head Start and other early-childhood programs in low-income communities of Orange County.

**Requirements for the Bachelor’s Degree**

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

1. Familiarity with basic mathematical, computational, and statistical tools underlying modern social sciences. This requirement is met by passing a three-course sequence in mathematics selected from the following: ANTHRO 10A-ANTHRO 10B-ANTHRO 10C; MATH 2A-MATH 2B and either STATS 7 or MGMT 7 or PUBHLTH 7; POL SCI 10A-POL SCI 10B-POL SCI 10C; PSYCH 10A-PSYCH 10B-PSYCH 10C; SOC SCI 10A-SOC SCI 10B-SOC SCI 10C; or SOCIOL 10A-SOCIOL 10B-SOCIOL 10C. (Note: School of Social Sciences majors may not take SOC SCI 9A-B-C to fulfill the mathematics requirement.) Computer education is essential for a complete social science education. This requirement can be satisfied by passing I&C SCI 31, PSYCH 114M, or SOC SCI 3A. Departments may have preferences for specific courses. Students should see their major department for acceptable courses. This course requirement should be taken during the student’s first year.

2. An understanding of the fundamental concepts, analytical tools, and methods of social science. This requirement is met by taking two four-unit introductory courses in the School of Social Sciences. (Such courses include ANTHRO 2A, ANTHRO 2B, ANTHRO 2C, ANTHRO 2D, ECON 1, INTL ST 11, LINGUIS 3, POL SCI 6A, POL SCI 6B, POL SCI 6C, PSYCH 7A, SOC SCI 1A, SOC SCI 5A, SOC SCI 5B, SOC SCI 5D, SOC SCI 1, SOCIOL 2, SOCIOL 3). These courses normally should be taken during the student’s first year. For students majoring in Cognitive Sciences, the requirements are waived due to the academic rigor of the B.S. curriculum.

3. An understanding of important advanced areas in social science. This requirement is met by passing satisfactorily nine four-unit upper-division courses in the School of Social Sciences, where at least three of these courses comprise core courses or a module. (Note: The major in Social Science requires 11 four-unit upper-division courses.) For modules which are listed with more than three courses, the student may normally elect to take any subset of three courses in the module. Appropriate substitutions may be made upon petition.

4. Four additional four-unit social science courses from any level.

5. No more than two courses numbered 198-199 may be used towards a degree requirement (excluding majors in the Department of Cognitive Sciences and Economics which allow three such numbered courses).

Students are reminded that the Pass/Not Pass option is not applicable to course requirements 1 through 4 above or to any additional requirements listed for specific major programs. However, I&C SCI 31 is an exception to this rule and may be taken Pass/Not Pass.

Courses used to meet requirements 2 through 5 above are included in the computation of the grade point average in courses required in the major program.

**Maximum Overlap Between Major and Minor Requirements:** Students completing both a major and a minor within the School of Social Sciences may count courses taken to fulfill the School’s mathematics and computer science requirement toward satisfaction of both the major and the minor. No other course overlap is allowed. For students completing a major within the School of Social Sciences and a minor outside of the School of Social Sciences, a maximum of two courses may overlap between a major and a minor. For students pursuing a minor in Mathematics, Psychology and Social Behavior, or Statistics, a total of three courses may overlap. No course overlap is permitted between minors.

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Undergraduate Programs

The following majors are offered:
Anthropology, B.A.
Business Economics, B.A.
Chicano/Latino Studies, B.A.
Cognitive Sciences, B.S.
Economics, B.A.
International Studies, B.A.
Political Science, B.A.
Psychology, B.A.
Quantitative Economics, B.A.
Social Policy and Public Service, B.A.
Sociology, B.A.

The following minors are offered:
Anthropology
Chicano/Latino Studies
Conflict Resolution
Economics
Hearing and Speech Sciences
International Studies
Linguistics
Medical Anthropology
Political Science
Psychology
Sociology

Planning a Program of Study
Since 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 School of Social Sciences Undergraduate Student Affairs to design an appropriate program of study.

Students who select one of the School majors in their freshman year might begin by taking the one-digit courses required by their major and one of the mathematics sequences listed under Part A of the School requirements. It is a good idea to take these courses early since they include fundamental concepts that will be widely applicable in more advanced courses. In addition, 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 the course on computing, three courses toward the general education requirement, four courses in the social sciences, 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, mathematics, 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.

Change of Major. Students who wish to change their major to one offered by the school should contact the Social Sciences Undergraduate Student Affairs 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).

Double Majors within Social Sciences
In fulfilling degree requirements for multiple majors, a maximum of two lower-division courses may overlap between any two majors.
Other Double Majors
In fulfilling degree requirements for multiple majors, a maximum of two courses may overlap between any two majors. For students pursuing a major in Psychology and Social Behavior, a total of three courses (PSYCH 9A-PSYCH 9B-PSYCH 9C, same as PSY BEH 11A-PSY BEH 11B-PSY BEH 11C) may be overlapped.

Mathematics and Social Sciences
The mathematics requirement stems from the nature of modern social science. The concepts and terms of mathematics, statistics, and computers are an important part of the social scientist's vocabulary. Basic knowledge of these tools is necessary to an understanding of current literature in the social sciences, to the analysis of data, and to an intelligent use of social science models. Each candidate for a degree in the School of Social Sciences is expected to have a basic knowledge of probability, statistics, and computing. In addition, for students who are preparing for graduate school in an area of social science, it will be important to supplement the minimal mathematics requirements with additional courses related to mathematics and social science methodology. The particular courses which would be recommended are not specified here, however, since they are highly dependent on the major emphasis of the student. Students who are preparing for graduate study should consult their advisors to determine a program of study which will give them the research skills necessary for successful graduate work.

Transfer Study Recommendations
The School recommends that students wishing to transfer to UCI do the following:

1. Complete the Intersegmental General Education Transfer Curriculum (IGETC) prior to transfer to UCI.
2. Refer to the ASSIST website (http://www.assist.org/web-assist/welcome.html) for information about community college courses that will fulfill UCI lower-division major requirements.

Specific course recommendations:
Prospective Economics majors: complete the equivalent of UCI's MATH 4 at a community college (in addition to the courses required for transfer student admission; see the Department of Economics section).

Prospective Quantitative Economics majors: complete the equivalent of UCI's MATH 3A at a community college (in addition to the courses required for transfer student admission; see the Department of Economics section).

Prospective International Studies majors: complete two semesters of foreign language at the intermediate level.

Prospective Psychology majors: complete a three-course sequence in introductory, physiological, and either social or abnormal psychology.

Transfer Students
Freshmen and Sophomores: Students transferring to UCI as freshmen or sophomores will fulfill the regular requirements of the four-year program either through work at UCI or through transfer credit for comparable work elsewhere.

Juniors: Following review by the School of Social Sciences, it may be determined that junior transfer students electing to major in one of the School's degree programs, who have good records at other accredited colleges and universities, have satisfied School requirement 2 and the University requirements. However, all transfer students must fulfill the upper-division writing general education requirement (category I) while at UCI. Students anticipating transfer to UCI in their junior year should plan their curriculum so as to anticipate the special mathematics requirement (School requirement 1). Every effort will be made to accommodate individual variation in background, provided students are prepared to commit themselves to intensive work in areas of deficiency. Ordinarily, the typical two-year program for junior transfers is simply the last two years of the regular four-year program, except that students who have not satisfied the mathematics requirements of the School should plan to do so in the junior year and must do so before graduation.

Seniors: Students wishing to graduate with a degree in the School by transferring to UCI in their senior year should plan their work carefully to ensure that the requirements can be met in one year of residence. In general, differences between the program at UCI and programs elsewhere make senior transfers difficult.

Service Learning, Community Service, and Internships
Service learning is a meaningful educational activity that integrates community service within the curriculum. It is an opportunity for students to make positive contributions to underserved and marginalized communities through academic courses, field studies, and internships.

Service learning provides out-of-class experiences to reinforce understanding of academic theory while addressing serious community concerns. When combined with a structured curriculum that includes research components, students can explore the role of the social scientist while seeking solutions to problems affecting society. The School of Social Sciences' philosophy is to practice research, service, and good citizenship.

The School actively supports service learning through its philosophy of enhancing the learning process by motivating, inspiring, and teaching students how to recognize and accept their civic responsibilities. The goal is to educate students about social issues and provide them with the necessary tools to solve the difficult problems society faces. Under the guidance and supervision of faculty and staff, students are offered the opportunity to experience
personal, professional, social, and intellectual growth through the following School of Social Sciences programs: public- and private-sector internships, community service, field studies, and the major in Social Policy and Public Service.

**Undergraduate Programs in K–12 Education**

Undergraduate students who wish to pursue a career in the field of K–12 education are well-served in the School of Social Sciences and the School of Education. The following interrelated programs provide opportunities for students to gain knowledge and experience in this important area.

**Minor in Educational Studies**

The minor in Educational Studies allows students to explore a broad range of issues in the field of education and provides a strong foundation for K–12 teaching. Both introductory and advanced courses are included, giving students a solid preparation for later teacher credential programs and many related occupations. NOTE: A Statement of Intent is required of all students wishing to enroll in this minor. See the School of Education section of the Catalogue for more information.

**School of Education Programs**

The School of Education provides many other opportunities for prospective educators, including a mentoring program which provides students with valuable experience while they work with credentialed teachers; UC Links, a program in which undergraduates tutor K–8 students in after-school settings; and advising services provided by counselors who assist students in planning future careers in education. Further information about these programs is available from the School of Education counselors at 2001 Berkeley Place.

Students interested in obtaining a teaching credential should see the School of Education section of the Catalogue for information.

**Special Programs**

**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://honors.uci.edu).

**UC Education Abroad Program**

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

**Interdisciplinary Minors**

A variety of interdisciplinary minors are available to all UCI students. The minor in Chicano/Latino Studies, offered by the School of Social Sciences, is designed to provide an awareness, knowledge, and appreciation of the language, history, culture, literature, sociology, anthropology, politics, social ecology, health, medicine, and creative (art, dance, film, drama, music) accomplishments of Chicano/Latino communities.

The minor in Conflict Resolution, sponsored by the International Studies program in the School of Social Sciences, provides skills in conflict analysis and resolution and a useful understanding of integrative institutions at the local, regional, and international levels. The curriculum includes training that students may apply toward State of California certification as a mediator.

Information about the following minors is available in the Interdisciplinary Studies section of the Catalogue.

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.

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.

The minor in the History and Philosophy of Science explores how science is actually done and how it has influenced history, and is concerned with determining what science and mathematics are, accounting for their apparent successes, and resolving problems of philosophical interest that arise in the sciences.

The minor in Native American Studies focuses on history, culture, religion, and the environment. The three core courses serve as an introduction to the Native American experience from the perspective of different historical periods and frameworks of analysis.

Information about the following interdisciplinary minors is available in the School of Humanities section.

The minor in African American Studies offers undergraduate students an opportunity to study those societies and cultures established by the people of the African diaspora and to investigate the African American experience from a variety of disciplinary perspectives and theoretical approaches.
The minor in Archaeology introduces students to modern archaeological theory and practice, to different approaches and theoretical frameworks used in the reconstruction of cultures based on their material remains, and the use of such approaches and frameworks in a comparative context that emphasizes one geographic area.

The minor in Asian American Studies examines the historical and contemporary experiences of Asians after their arrival in the United States and seeks to provide an awareness of the history, culture (e.g., literary and creative art accomplishments), psychology, and social organization of Asian American communities.

The minor in Asian Studies creates opportunities for students to explore Asian topics in a variety of fields, to develop advanced language skills, and to acquire broader perspectives.

The minor in Latin American Studies is designed to develop in students an awareness, knowledge, and appreciation of Latin American issues in the areas of language, history, culture, literary studies, sociology, anthropology, political science, health, folk medicine, and creative (art, dance, film, drama, music) accomplishments.

The minor in Religious Studies focuses on the comparative study of religions in various cultural settings around the world and seeks to provide a wide-ranging academic understanding and knowledge of the religious experience in society.

The minor in Gender and Sexuality Studies fosters critical and creative analysis of the various disciplinary perspectives—historical, political, economic, representational, technological, and scientific—that have (or have not) constituted women, gender, and sexuality as objects of study. Department of Gender and Sexuality Studies also offers a minor in Queer Studies.

Careers in Social Sciences

Business and industry often look to social science graduates to fill positions in management, finance, marketing and advertising, personnel, production supervision, and general administration. In the public sector, a wide variety of opportunities are available in city, county, state, and federal government. Teaching is a frequently chosen career at all levels from elementary school teacher to professor. In addition, many graduates enter professional practice, becoming lawyers, psychologists, researchers, or consultants in various fields.

Because all degrees offered by the School of Social Sciences involve an educational program that is interdisciplinary and that prepares students to understand quantitative methods of data analysis, graduates are well-positioned for research and analysis careers at all levels of government and in private firms. Their solid grounding in contemporary social science methods and their familiarity with a broad spectrum of social scientific thinking gives them an excellent foundation for the pursuit of further training in graduate and professional programs.

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.

Graduate Programs in Social Science

The School of Social Sciences offers graduate training in the following areas: Anthropology (Ph.D. in Anthropology), Cognitive Sciences (Ph.D. in Psychology), Economics (Ph.D. in Economics), Logic and Philosophy of Science (Ph.D. in Philosophy), Mathematical Behavioral Sciences (Ph.D. in Social Science), Politics and Society (Ph.D. in Political Science), and Sociology (Ph.D. in Sociology).

In addition, an interdisciplinary concentration in Public Choice is offered within the programs in Economics and Political Science, a concentration in Cognitive Neuroscience is offered within the program in Cognitive Sciences, a specialized concentration in Transportation Economics is offered within the program in Economics, an emphasis in Social Networks is offered within the Mathematical Behavioral Sciences concentration, and a concentration in Political Psychology is offered within the program in Political Science. When an applicant’s interests lie outside of or across these areas, the Associate Dean of Graduate Studies, School of Social Sciences, may, on rare occasions, appoint a three-member faculty committee to guide an independent course of study for the Ph.D. degree in Social Science.

The M.A. in Anthropology, Economics, Philosophy, Political Science, Psychology, Social Science, or Sociology may be conferred upon students in Ph.D. programs after completion of the necessary requirements.

Additionally, the M.A. degree program in Social Science with a concentration in Demographic and Social Analysis is supervised by faculty from the Schools of Social Sciences and Social Ecology. Students may apply directly to this M.A. program.

A concentration in Medicine, Science, and Technology Studies is available within the M.A. degree in Social Science.

A Master of Public Policy (M.P.P.) program is also available and is jointly supervised by faculty from the Schools of Social Sciences and Social Ecology. Students may apply directly to this program.

In cooperation with the UCI School of Education, students enrolled in a School of Social Sciences graduate program may choose to pursue a teaching credential while working toward their degree. After completion of requirements for an M.A. degree, students may apply for admission into the credential program administered by the School of Education. As required by law, the applicant must pass the California Basic Educational Skills Test (CBEST), obtain a Certification of Clearance, and successfully complete the appropriate subject area examination or an approved subject-matter program. A detailed description of the program may be obtained from the Social Sciences Graduate Office or the School of Education.
Admission

Potential graduate students should apply by January 15 to receive fullest consideration for financial aid. Applicants should indicate the title of the degree sought (Anthropology, Economics, Political Science, Psychology, or Social Science), and the academic area of concentration (see above). All applicants are required to submit Graduate Record Examination General Test scores. Letters of recommendation and the applicant’s statement of interest are important factors in the admission decision.

In addition to the University admission requirements described in the Graduate Division section, individual graduate programs may prescribe special requirements or expectations of applicants, subject to the approval of the Graduate Council. Such requirements are minimum standards only; successful applicants typically must exceed them by a substantial margin.

Financial Support

Many students receive financial support in the form of fellowships, teaching assistantships, or research assistantships available under grants to individual faculty. Before accepting an offer of admission with financial support for the first year, applicants should inquire about the likelihood of such support in future years. Occasionally, a newly admitted student may receive a multiyear commitment of some specified financial support, but this is not the rule. Students are also advised to seek aid from sources external to the University. NOTE: Teaching assistantships do not include remission of fees, tuition, or nonresident supplemental tuition.

Length of Study and Residence

The normative time for completion of the Ph.D. degree is either five, six, or seven years, depending upon the specific program. See the department sections for information.

Students admitted to the M.A. concentration in Demographic and Social Analysis should be able to earn the M.A. within one to two years.

Because the intellectual training offered by the School requires full-time study and constant contact with the faculty, the School does not accept part-time students.

Master’s Degrees

In addition to the departmental graduate programs, the School offers the M.A. in Social Science with concentrations in Demographic and Social Analysis and Medicine, Science and Technology Studies (http://www.anthropology.uci.edu), the M.A. in Philosophy, Political Science and Economics, the Master of Public Policy, and the Ph.D. in Social Science with a concentration in Mathematical Behavioral Sciences. Each program is administered by a different group of faculty.

Master of Public Policy

The Master of Public Policy (M.P.P.) program is a two-year professional degree program administered by both the School of Social Ecology and the School of Social Sciences.

Requirements

Students are required to complete 72 units of graduate courses. In the first year, students will attend an introductory conference, participate in a workshop, and take seven core courses and two elective courses. In the summer after the first year, students will participate in a policy-relevant internship in an appropriate government, business, or nonprofit setting. In the second year, students take three core courses and five elective courses.

The core course requirements in year one of the program are Qualitative Methods and Public Policy, Statistical Methods for Public Policy, Information and the Policy Process, Microeconomics and Public Policy, Policy Processes and Institutions of Governance, Collaborative Governance and Public Management, and Social Mobilization, Power, and Justice. The core course requirements in year two are The Economics of Government, Policy and Ethics, and Capstone Research Project and Briefing.

Additional information is available at the Master of Public Policy website (http://mpp.web.uci.edu).

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

http://www.demography.uci.edu

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

Admission

Students are admitted to the program in the fall quarter. Students must hold a B.A. or B.S., normally in a social science or related field, and should have had at least four units of undergraduate statistics or equivalent mathematics courses. Students must meet the general admission requirements for graduate studies, which include official transcripts of all college course work, Graduate Record Examination scores for tests taken within the past five years, and three letters of recommendation. Applicants whose first language is not English must also take the Internet-based Test of English as a
Foreign Language (TOEFL) and achieve a score of at least 80 out of 120. The International English Language Testing System (IELTS) examination may be used instead, in which case a minimum overall score of 7 out of 9 is required, with a score of not less than 6 out of 9 on any individual module.

Requirements
The M.A. requires 36 units of study and an oral exit examination. All students must complete 20 units of required courses which include one course in research design, one in demographic methods, one in populations, and two in statistics. In addition, students must complete 16 units of elective courses in population issues or research methods. No more than four units may be internship, independent study, directed readings, or thesis courses (to prepare for the oral examination). One or two electives may be upper-division undergraduate courses, with the remainder being graduate courses. All courses must be completed with a grade of B or better.

The M.A. in Social Science with a concentration in Demographic and Social Analysis may also be awarded to Ph.D. students who complete the necessary requirements.

For a list of the graduate courses in Social Science click on the "Courses" tab above and scroll down to SOC SCI 209.

M.A. in Social Science with a Concentration in Medicine, Science and Technology Studies
http://www.anthropology.uci.edu

The Department of Anthropology offers a Masters of Arts concentration in the School of Social Sciences focused on Medicine, Science, and Technology Studies, informally known as the M.A. in MSTS. Students who complete the program will earn an M.A. in Social Sciences (Medicine, Science, and Technology Studies).

This degree is the only terminal M.A. degree in either medical anthropology or science and technology studies in the University of California system. The program recognizes that these two fields and the social phenomena they examine are inextricably linked, and flexible course offerings provide students with an opportunity to pursue projects that focus on either field or that bridge both areas of study.

Ethnographers of medicine, science, and technology are in high demand, and the M.A. in MSTS will enable students to respond to the significant and rapidly changing impact of medicine, science, and technology upon economies and societies around the world. The program helps to prepare students for a range of employment opportunities in academia, public health, technology industries, and the nonprofit sector.

Students admitted for Fall 2014 will form the program's first cohort and will be enrolled in courses with current Ph.D. and possibly B.A. students. The program is administered by the Department of Anthropology, but draws on the expertise of faculty across the Irvine campus.

Requirements

Course Requirements
The M.A. in MSTS is a one-year program. Students will take three courses per quarter for a total of nine courses (36 units). All courses must be completed with a grade of B or better.

Required courses include:

1. ANTHRO 204A Proseminar in Medicine, Science, and Technology (4 units)
2. Eight elective courses (32 units) that may include:
   • Approved graduate courses in the Anthropology department
   • An internship, independent study, or directed reading (up to 4 units)
   • Up to two electives may be approved upper-division undergraduate courses in the Anthropology department
   • Up to two electives may be approved courses taken outside the Anthropology department
   • Up to two electives may be Anthropology methods courses (e.g. ANTHRO 211A or ANTHRO 212A)

Comprehensive Examination
In addition to completing the required coursework, students must successfully complete a written comprehensive examination administered each year by the program committee.

Optional: Master's with Honors Paper
In addition to the comprehensive exam, students in the program who wish to produce a written analysis larger than those created in conjunction with specific graduate courses may also complete the “Master's with Honors Paper” option.

Students must declare their intention to earn a “Master's with Honors Paper” in the fall quarter of the program. The “Master's with Honors paper” involves combining two or three graduate seminar papers into a longer comprehensive thesis under the supervision of a program faculty member. Papers from undergraduate courses cannot be used for this option.

After completing this option, students may list the approved Honors Paper on their curricula vitae.
Course Offerings

Approved Graduate Courses in the Anthropology Department

The following Anthropology graduate courses may be counted as electives toward the M.A. in MSTS:

ANTHRO 229A Anthropology of Knowledge
ANTHRO 231C Technomethods for Sociocultural Research
ANTHRO 232B Medical Anthropology
ANTHRO 232C Ethnographies of Science and Medicine
ANTHRO 249A Humanism and Posthumanism
ANTHRO 249B Multispecies Anthropology
ANTHRO 250A The Cultural Politics of Visual Representation
ANTHRO 250B Digital Technologies, Culture, and Media
ANTHRO 253A Design, Aesthetics, and Social Life
ANTHRO 256A Ethnographies of Technology
ANTHRO 257A Natures and Environments
ANTHRO 289 Other Knowledges
ANTHRO 289 Technomethods for Language and Culture
ANTHRO 289 Engaging Contradictions: Activist Scholarship

Approved Upper-Division Undergraduate Courses in the Anthropology Department

Up to two of the following Anthropology undergraduate courses may be counted as electives toward the M.A. in MSTS:

ANTHRO 125B Ecological Anthropology
ANTHRO 125F Humans and Other Animals
ANTHRO 128B Race, Gender, and Science
ANTHRO 128C Digital Cultures
ANTHRO 132A Psychological Anthropology
ANTHRO 134A Medical Anthropology
ANTHRO 134C Medicine, Food, and Health
ANTHRO 134G HIV/AIDS in a Global Context
ANTHRO 139 Anthropology of Biomedicine and Biotechnology

Students may petition for additional courses to be counted as electives.

M.A. in Philosophy, Political Science and Economics (PPE)

http://www.lps.uci.edu/grad/ppe

PPE aims at providing students with a broad yet thorough education in the three constitutive fields. Philosophy. The program's objective is to train individuals to critically evaluate individual and collective decision-making and public policy. Philosophy equips students with tools to reason rigorously and facilitates ethical reflection. Economics provides tools for evaluating individual and collective decision-making. And Political Science provides an understanding of the real contexts in which ethical and economic principles must be applied. Thus the three disciplines inherent in PPE are mutually supportive and a background in each is necessary for an individual to gain a robust understanding of social phenomena.

The 4+1 M.A. in PPE may be of considerable interest to students interested in obtaining additional education focused on ethics, logic, decision-making, and public policy. This is also excellent preparation for students considering law school. A full description of the program, with relevant application information, can be found at the LPS Department Graduate Program webpage (http://www.lps.uci.edu/grad/ppe.php).

Doctoral Degrees

Ph.D. in Social Science with a Concentration in Mathematical Behavioral Sciences

http://www.imbs.uci.edu/graduate

The concentration in Mathematical Behavioral Sciences offers a program of interdisciplinary and mathematical approaches to the study of human behavior, providing high levels of training in current mathematical modeling and in mathematics and software use and programming. The program is administered by an interdisciplinary group of faculty. Within the concentration, two optional emphases are available: Social Networks; and Games, Decisions, and Dynamical Systems. Specific requirements are detailed below.

Admission

Admission to the concentration in Mathematical Behavioral Sciences requires evidence of appreciable mathematical skill and knowledge. As an absolute minimum, a candidate should have taken one full year of calculus, including calculus of several variables, and one course in linear algebra, and should also provide evidence of additional mathematical depth. This depth can be manifested in a number of different ways including, but not restricted to, an
undergraduate degree in mathematics or physical science, a high score on the quantitative section of the GRE general test, or a strong undergraduate minor in mathematics. In addition, students should have some exposure to a behavioral science field. Especially useful is some experience with behavioral science modeling.

Those students interested in either the emphasis in Social Networks or the emphasis in Games, Decisions, and Dynamical Systems should make this clear in their application. A student is free at any time after admission to move into or out of either emphasis, but will be subject to the requirements in effect at the time of original admission to the concentration in Mathematical Behavioral Sciences.

General Requirements
Four major classes of requirements must be fulfilled. Since a number of options are available, the student will, in consultation with an advisor, develop a plan of study.

Quantitative/Mathematical. To be completed by the end of the third year:

1. one course each in analysis beyond calculus, abstract algebra beyond linear algebra, and logic; and
2. two quarters of mathematical statistics, with calculus as a prerequisite and covering the fundamentals of probability and random variables.

A list of courses eligible for satisfying the Quantitative/Mathematical requirement is available at the Institute for Mathematical Behavioral Sciences website (http://www.imbs.uci.edu/graduate/masters.php).

Language/Computer. All students must be sufficiently familiar with various computer programs and languages to be able to conduct serious research in their field of interest and must submit either proposed courses or some demonstration of competency as part of their plan of study. In addition, students must either

1. attain proficiency in reading social science technical publications in one foreign language with a substantial relevant technical literature or
2. demonstrate proficiency in computer programming considerably beyond that of the standard computer requirement.

Because of the continually changing nature of computer languages and software, the conditions for fulfilling this additional computer expertise requirement is left to the judgment of the faculty subcommittee on computers of the Ph.D. program.

Substantive Minor. Students are expected to develop considerable expertise in some substantive field and in the application of models to it. This requires the completion of three courses at the upper-division or graduate level that do not necessarily entail extensive modeling, and three courses or seminars in which the primary thrust is mathematical modeling.

Research Papers and Colloquia. At the end of the second year, a 10–20-page paper reporting original research or a penetrating analysis of some subtopic of mathematical behavioral science (or either social networks, or games, decisions, and dynamical systems with a formal or mathematical component) is expected. An oral presentation will be given to faculty and graduate students. Two faculty members are assigned to read and evaluate the paper and talk.

Students are required to take for credit four quarters of the Mathematical Behavioral Sciences Colloquium, SOC SCI 211A--SOC SCI 211C, during their first three years. Although not a formal requirement, students are expected to attend the colloquium on a regular basis whenever in residence.

Time to Degree. Students must advance to candidacy in their fourth year. The normative time for completion of the Ph.D. is six years. The maximum time permitted is seven years.

Emphasis in Social Networks
The requirements for the emphasis in Social Networks are the same as the general requirements noted above, with the following exceptions:

Students may choose to complete the first part of the Quantitative/Mathematical requirement with one course each in discrete mathematics, graph theory, and logic.

Social Networks students are required to attend about 75 percent of the Mathematical Behavioral Sciences Colloquia, including all that are designated as Social Networks Colloquia, and also must attend occasional colloquia, usually of local faculty and graduate students, which are separate from the general Mathematical Behavioral Sciences Colloquia.

Emphasis in Games, Decisions, and Dynamical Systems
The requirements for the emphasis in Games, Decisions, and Dynamical Systems are the same as the general requirements noted above, with the following exceptions:

Students must complete eight graduate courses emphasizing game theory, decision theory, or dynamical systems. Examples of such courses are:

ANTHRO 289 Special Topics in Anthropology (when topics are Networks and Social Evolution; Cognition, Technology, and Genes; Dynamical Processes.)
ECON 243A Game Theory
ECON 270A- 270B- 270C
Political Economy I
and Political Economy II
and Political Economy III

These courses will count toward the substantive minor requirement.

Students are required to attend about 75 percent of the Mathematical Behavioral Sciences Colloquia, including all that are designated as Games, Decisions, and Dynamical Systems colloquia, and must also must attend occasional colloquium, usually of local faculty and graduate students, which are separate from the general Mathematical Behavioral Sciences Colloquia.

Master of Arts Degree

The M.A. degree is awarded to UCI Ph.D. students who complete necessary requirements or to students currently enrolled in a Ph.D. program (or equivalent) at another institution who are directly admitted for graduate study leading only to the master’s degree at UCI. Such applicants must provide evidence that their Ph.D. program agrees to this one-year arrangement. Requirements include the submission of a petition to the Graduate Committee along with a proposed plan of study consisting of 36 units of relevant Mathematical Behavioral Science courses, normally including the core requirement in mathematical statistics, and the satisfactory completion of a comprehensive examination.

Faculty

Neerja Aggarwal, Ph.D. University of California, Irvine, Lecturer of Economics

Nurudeen O. Alao, Ph.D. Northwestern University, Lecturer of Social Sciences; International Studies

Edwin Amenta, Ph.D. University of Chicago, Professor of Sociology; Political Science (political sociology, historical and comparative sociology, social movements, social policy)

Mohammad Amirkhizi, Ph.D. University of Denver, Lecturer of International Studies

Olufunmilayo B. Arewa, J.D., Ph.D. Harvard University, University of California, Berkeley, Professor of School of Law; Anthropology

Richard Arum, Ph.D. University of California, Berkeley, Dean of the School of Education and Professor of Education; Sociology

Jacob P. Avery, Ph.D. University of Pennsylvania, Assistant Professor of Sociology (poverty and inequality, culture and interaction, city and community, human service organizations, sociology of knowledge, ethnography)

Francisco J. Ayala, Ph.D. Columbia University, Donald Bren Professor and University Professor of Ecology and Evolutionary Biology; Logic and Philosophy of Science; Religious Studies

Stephen D. Bach, Ph.D. University of California, Irvine, Lecturer of International Studies

Stanley Bailey, Ph.D. University of California, Los Angeles, Professor of Sociology; Religious Studies (race and ethnicity, religion, immigration, Latin America)

Nina Bandelj, Ph.D. Princeton University, Professor of Sociology; European Languages and Studies (economic sociology, culture, organizations, social networks, political economy, globalization, social change, central and eastern Europe)

Jeffrey A. Barrett, Ph.D. Columbia University, Professor of Logic and Philosophy of Science; Philosophy

William H. Batchelder, Ph.D. Stanford University, Professor of Cognitive Sciences (mathematical models of learning and memory, mathematical psychology and measurement)

Frank D. Bean, Ph.D. Duke University, UCI Distinguished Professor of Sociology; Economics; Education (international migration, demography, Mexican immigration, racial and ethnic relations, economic sociology, family)

Matthew N. Beckmann, Ph.D. University of Michigan, Associate Professor of Political Science

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Bruce G. Berg, Ph.D. Indiana University, Associate Professor of Cognitive Sciences (audition, auditory attention, psychophysics of complex sounds, computational models of hearing)

Victoria Bernal, Ph.D. Northwestern University, Professor of Anthropology; Religious Studies

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)
Thomas D. Boellstorff, Ph.D. Stanford University, Professor of Anthropology (virtual worlds, sexuality, postcoloniality, HIV/AIDS, mass media and popular culture, language and culture, Indonesia, Southeast Asia)

Daniel E. Bogart, Ph.D. University of California, Los Angeles, Associate Professor of Economics

Catherine I. Bolzendahl, Ph.D. Indiana University, Associate Professor of Sociology (gender, gender and sexuality studies, the welfare state, political sociology, comparative sociology, family, quantitative methodology)

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William A. Branch, Ph.D. University of Oregon, Department Chair and UCI Chancellor's Fellow and Professor of Economics

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Michael L. Burton, Ph.D. Stanford University, Professor Emeritus of Anthropology

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Jean-Paul Carvalho, Ph.D. Oxford University, Associate Professor of Economics; Logic and Philosophy of Science

Anita Casavantes Bradford, Ph.D. University of California, San Diego, Associate Professor of Chicano/Latino Studies; History (20th century U.S., U.S. in the world, Cuba and the Caribbean; history of childhood; history of immigration, race and ethnicity; transnational and comparative Latina/o history; religion, politics and social movements)

Jeanett Castellanos, Ph.D. Washington State University, Lecturer with Security of Employment of Social Sciences

Simone Chambers, Ph.D. Columbia University, Professor of Political Science

Leo Chavez, Ph.D. Stanford University, Professor of Anthropology

Erwin Chemerinsky, J.D. Harvard University, Dean of the School of Law, Raymond Pryke Professor of First Amendment Law and Distinguished Professor of School of Law; Political Science

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Thomas M. D'Zmura, Ph.D. University of Rochester, Professor of Cognitive Sciences (vision, hearing, language, brain-computer interfaces)

James N. Danziger, Ph.D. Stanford University, Professor Emeritus of Political Science

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Louis Desipio, Ph.D. University of Texas at Austin, Professor of Chicano/Latino Studies; Political Science (ethnic politics, Latino politics, immigration, naturalization, U.S. electoral politics)

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Barbara A. Dosher, Ph.D. University of Oregon, UCI Distinguished Professor of Cognitive Sciences (human information processing, memory retrieval, attention, visual perception)

John Duffy, Ph.D. University of California, Los Angeles, Professor of Economics

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Nikil D. Dutt, Ph.D. University of Illinois at Urbana–Champaign, UCI Chancellor’s Professor of Computer Science; Cognitive Sciences; Electrical Engineering and Computer Science (embedded systems, computer architecture, electronic design automation, software systems, brain-inspired architectures and computing)

Laura Enriquez, Ph.D. University of California, Los Angeles, Assistant Professor of Chicano/Latino Studies; Sociology (undocumented 1.5 generation young adults, immigration, citizenship, Latino families)

George Farkas, Ph.D. Cornell University, Professor of Education; Sociology (social ethnic minority education, cognition, behavior)

Katherine Faust, Ph.D. University of California, Irvine, Professor of Sociology (social networks, animal social organization, population processes and social networks, research methods)

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)

Cynthia Feliciano, Ph.D. University of California, Los Angeles, Associate Professor of Sociology; Education (race/ethnicity/minority relations, migration and immigration, education)

Raúl A. Fernández, Ph.D. Claremont Graduate University, Executive Secretary of the UC-Cuba Academic Initiative and Professor Emeritus of Chicano/ Latino Studies; Social Sciences

Gordon J. Fielding, Ph.D. University of California, Los Angeles, Professor Emeritus of Economics

Mark J. Fisher, M.D. University of Cincinnati, Professor of Neurology; Anatomy and Neurobiology; Political Science

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Charless C. Fowlkes, Ph.D. University of California, Berkeley, Associate Professor of Computer Science; Cognitive Sciences; Electrical Engineering and Computer Science (computer vision, machine learning, computational biology)

David John Frank, Ph.D. Stanford University, Professor of Sociology; Education; Political Science (globalization, sexuality, the natural environment, higher education)

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

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Peter Gluck, J.D. Franklin Pierce College, **Lecturer of International Studies**

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Mizuko Ito, Ph.D. Stanford University, **John D. and Catherine T. MacArthur Foundation Chair in Digital Media and Learning and Professor in Residence of Anthropology; Education; Informatics** (ethnography, game studies, youth culture, learning sciences, online communities)

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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)

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Arthur D. Lander, Ph.D. University of California, San Francisco, Donald Bren Professor and Professor of Developmental and Cell Biology; Biomedical Engineering; Logic and Philosophy of Science; Pharmacology (systems biology of development, pattern formation, growth control)

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Ines Levin, Ph.D. California Institute of Technology, Assistant Professor of Political Science

Glenn S. Levine, Ph.D. University of Texas at Austin, German Language Program Director and Professor of German; Education; Linguistics (applied linguistics, foreign language pedagogy, German-Jewish culture and history, Yiddish language and culture, European culinary history)

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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)

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David C. Lyon, Ph.D. Vanderbilt University, Department Vice Chair and Associate Professor of Anatomy and Neurobiology; Cognitive Sciences (long range cortical circuits)
G. Craig MacAndrew, Ph.D. University of Chicago, *Professor Emeritus of Anthropology*

Penelope J. Maddy, Ph.D. Princeton University, *UCI Distinguished Professor of Logic and Philosophy of Science; Mathematics; Philosophy* (philosophy of mathematics and logic, meta-philosophy)

Lilith Mahmud-Abdelwahab, Ph.D. Harvard University, *Associate Professor of Gender and Sexuality Studies; Anthropology* (elites, race and nationalism, cultural capital, secrecy and conspiracy, feminist ethnography, critical studies of Europe)

David B. Malament, Ph.D. The Rockefeller University, *Professor Emeritus of Logic and Philosophy of Science*

John Manchak, Ph.D. University of California, Irvine, *Associate Professor of Logic and Philosophy of Science*

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George E. Marcus, Ph.D. Harvard University, *UCI Chancellor's Professor of Anthropology*

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

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Shampa Mazumdar, Ph.D. Northeastern University, *Lecturer of Sociology; Religious Studies* (religion, immigration, Asian American, urban sociology)

Michael T. McBride, Ph.D. Yale University, *Professor of Economics; Logic and Philosophy of Science; Religious Studies*

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Richard Mendelsohn, Ph.D. Massachusetts Institute of Technology, *Adjunct Professor of Logic and Philosophy of Science*

Carrie Menkel-Meadow, J.D. University of Pennsylvania, *UCI Chancellor's Professor of Political Science; School of Law*

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John Middlebrooks, Ph.D. University of California, San Francisco, *Professor of Otolaryngology; Biomedical Engineering; Cognitive Sciences; Linguistics; Neurobiology and Behavior* (hearing research, neurophysiology, psychophysics, auditory prosthesis, computational neuroscience)

Fabio Milani, Ph.D. Princeton University, *Associate Professor of Economics*

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Patrick M. Morgan, Ph.D. Yale University, *Professor Emeritus of Political Science*

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Emre Neftci, Ph.D. University of Zurich, *Assistant Professor of Cognitive Sciences* (computational neuroscience, neuromorphic engineering, machine learning)
David Neumark, Ph.D. Harvard University, **UCI Chancellor's Professor of Economics; Paul Merage School of Business**

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Charles T. O'Connell, Ph.D. University of California, Los Angeles, **Lecturer of International Studies; Sociology** (Vietnam War, race/ethnicity/nationality, international relations/imperialism, political sociology, science and knowledge, social movements, African-American political history, fascism and the Holocaust, Soviet Union, Israel-Palestine conflict, labor studies)

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Kevin E. Olson, Ph.D. Northwestern University, **Professor of Political Science; Culture and Theory** (contemporary European political theory, cultural politics, politics of diversity, popular sovereignty, citizenship, nineteenth- and twentieth-century political theory)

Valerie A. Olson, Ph.D. William Marsh Rice University, **Assistant Professor of Anthropology**

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Kristin Peterson, Ph.D. William Marsh Rice University, **Associate Professor of Anthropology**

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Charles C. Ragin, Ph.D. University of North Carolina at Chapel Hill, **UCI Chancellor's Professor of Sociology** (comparative and historical sociology, social inequality, political sociology, quantitative methodology, qualitative methodology)

Priya Ranjan, Ph.D. Columbia University, **Professor of Economics**

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Virginia Richards, Ph.D. University of California, Berkeley, **Professor of Cognitive Sciences** (auditory perception and cognition, human psychophysics)

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Maria F. Rosales Rueda, Ph.D. University of Chicago, Assistant Professor of Education; Economics

Ana Rosas, Ph.D. University of Southern California, Associate Professor of Chicano/Latino Studies; History (Chicana/o comparative history, immigration, ethnicity)

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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)

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George Sarraf, Ph.D. Claremont Graduate University, Lecturer of Economics

Seymour A. Schlosser, M.A. University of California, Los Angeles, Lecturer of International Studies

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Charles Smith, Ph.D. University of California, San Diego, Professor of Political Science
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)

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Hal S. Stern, Ph.D. Stanford University, Professor of Statistics; Cognitive Sciences

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)

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