ACADEMIC CALENDAR

FALL 2016

Fall Quarter Begins: Mon, September 19
Instruction Begins: Thurs, September 22
Veteran’s Day Holiday: Fri, November 11
Thanksgiving Holiday: Thurs-Fri, November 24-25
Instruction Ends: Fri, December 2
Final Exams: Sat-Sat, December 3-10
Fall Quarter Ends: Sat, December 10
Christmas Holiday: Mon-Tues, December 26-27
New Year Holiday: Mon-Tues, January 2-3

WINTER 2017

Winter Quarter Begins: Wed, January 4
Instruction Begins: Monday, January 9
Martin Luther King, Jr. Holiday: Mon, January 16
President’s Day Holiday: Mon, February 20
Instruction Ends: Fri, March 17
Final Exams: Sat-Sat, March 18-25
Winter Quarter Ends: Sat, March 25

SPRING 2017

Spring Quarter Begins: Thurs, March 30
Cesar Chavez Holiday: Fri, March 31
Instruction Begins: Mon, April 3
Memorial Day Observance: Mon, May 29
Instruction Ends: Fri, June 9
Final Exams: Sat-Fri, June 10-16
Spring Quarter Ends: Fri, June 16
Commencement: Sat-Sun, June 17-18

SUMMER SESSION 2017

Summer Session I: June 27-July 30, 2017
Summer Session II: August 1-September 3, 2017
Special Session: June 13-September 16, 2017
Independence Day holiday: Monday, July 4, 2017
Labor Day holiday: Monday, September 5, 2017

NOTE: All dates are subject to change.

Quarter Begins
Refers to the administrative start of the quarter. Classes do not begin until the date listed under “Instruction Begins.”

Instruction Begins
Courses begin on this date. Discussion sections generally do not meet until after the first lecture, but lab courses will usually begin immediately.

Holidays
Campus offices are closed on holidays, and there are no classes held.

IMPORTANT WEBSITES

http://registrar.ucsd.edu
Very important information pertaining to the academic and administrative calendar for the entire year with deadlines.

http://istudents.ucsd.edu
View academic history and grades, registration information, fees, personal class schedule, major and minor tool, GPA calculator, current holds in place on your registration, tips and resources for academic success, etc.

http://ucsd.edu/catalog
UC San Diego’s General Catalog contains valuable academic policies and regulations in detail, major and minor descriptions, course descriptions, and much more.

http://basicwriting.ucsd.edu
Entry level writing/basic writing requirement information

http://mathtesting.ucsd.edu
Math placement information

http://ling.ucsd.edu/language/placement-test.html
Language Placement Exam site for French, German, Spanish, and Italian

http://fao.ucsd.edu
Financial Aid information

http://summersession.ucsd.edu
UC San Diego Summer Session information

http://muir.ucsd.edu
Important information for Muir students

http://vac.ucsd.edu
The Virtual Advising Center where Advising notifications are sent to students

http://ucsd.edu
UC San Diego’s home page with a great deal of valuable information.

http://laams.ucsd.edu
Academic Computing and Media services is knowledgable about setting up your UC San Diego email account and other computing services. (Learn how to forward your UC San Diego email to your personal email account.)

http://www.assist.org
Resource to view California community college courses that satisfy lower-division major requirements or GE courses

http://pao.ucsd.edu
Programs Abroad website to study, work, or travel abroad

http://aip.ucsd.edu
Learn more about academic internships available for credit

http://career.ucsd.edu
Career and professional school information

http://caps.ucsd.edu
Counseling & Psychological Services—personal counseling

IMPORTANT NOTE ABOUT FALL REGISTRATION FEES

Mandatory registration fees must be paid prior to the first day of classes to avoid being dropped from classes. All students must make payment, or make arrangements for payment via financial aid or the TRIP program before the first day of classes. Fall fees are due Friday, September 16, 2016. If you do not pay your fees, you will be dropped from all your Fall classes and waitlists. If you intend to re-enroll, you must be prepared to pay or make arrangements for payment of registration fees immediately.
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Welcome to John Muir College and to the 2016-2017 academic year! As a new freshman, you are now part of a college tradition of which you can be very proud. UC San Diego’s founders envisioned the new university campus as a federation of small interdisciplinary colleges, each distinct in focus and philosophy. Muir College’s establishment in 1967 as the second college marked a significant step toward achieving this vision. In designing the curriculum, the college’s founding faculty started from a concept of education that emphasized involvement, creativity, and independent study—a concept epitomized in the man for whom the college was named: John Muir. Explorer, nature writer, conservationist, and founder of the Sierra Club, Muir wrote of his own years as a university student: “I did not take the regular course of studies, but instead picked out what I thought would be most useful to me, particularly chemistry, which opened a new world, and mathematics and physics, a little Greek and Latin, botany and geology . . . [Then] I wandered away on a glorious botanical and geological excursion, which has lasted nearly fifty years and is not yet completed, always happy and free, poor and rich, without thought of a diploma or of making a name . . .” Though Muir’s educational program is not intended to discourage you from getting a diploma, it does give you the freedom to select the general education courses most suited to your own interests and goals. And the ultimate goal of Muir College is to inspire you to become a life-long learner who, like John Muir, uses knowledge to make life more rewarding for yourself and for your community.

The Muir College tradition is powerfully expressed in its current students, who combine high academic achievement with active involvement in their community. Muir has more student organizations than any other UC San Diego college. It is also the most popular college among freshman applicants, receiving more than 20 applications for each available space. This means that you belong to a select community of talented students. I hope this coming year will bring you the many rewards available here: the excitement of learning new things and making new friends, the satisfaction of academic accomplishment, and the pleasures of working with others. And last but not least, I hope that you will have plenty of just plain fun—that, too, is an important Muir tradition!

John Moore, Provost

What is a Provost?
As the academic and administrative head of the college, the provost,
• is responsible for the Muir Academic Advising Office, Student Affairs Office, College Writing Program, Residential Life staff, and other centralized services,
• is a tenured member of the UCSD faculty,
• oversees the Muir College curriculum and graduation requirements, and
• develops academic enrichment projects for Muir students.

Affirmation of Diversity

We of John Muir College of the University of California, San Diego, seek to achieve a college population that is as diverse as the society we serve. Because diversity is an integral part of excellence, our commitment to excellence includes a commitment to diversity, with access to a variety of ideals, customs, and values. In providing this access, we help students become effective citizens and leaders in a society enriched by many cultures.

John Muir College enjoys an atmosphere of friendliness and informality. We encourage and expect humane interaction and respect for others, regardless of personal characteristics such as race, gender, age, ethnicity, physical or educational challenge, sexual orientation, or religious beliefs.
Muir College Academic Advising Staff

Dean of Academic Advising
Doug Easterly
Gabrielle Yates
Katie Anderson
Cathy Baez
Cindy Hsu
Karla Kastner
Alyssa Patricio
Linda Alaniz
Karla Kastner

Assistant Dean of Academic Advising

Academic Advisors

Assistant Academic Advisor

Environmental Studies Advisor
Welcome, Muir Class of 2020!

Muir College students can pursue a major in any field and have very flexible college requirements to help them achieve their goals in a way that can best match their strengths and interests. However, having multiple academic choices comes with a lot of responsibility and decision-making, which may feel overwhelming at times. We're here to help.

This Booklet is Full of Answers
This section of Learning & Living at Muir can answer a lot of your basic questions about degree requirements, classes you should take to prepare for your career, how to tap into support resources, and how to understand the university’s deadlines, rules, and regulations.

Advisors Can Help, Too
Advisors are here when you need more help. Our goal is to help you make informed decisions and actively engage in your education plan. We can’t make your decisions for you, but we will help you think of your best options. Pages 4-5 will explain your options to get advising and how advising can help you succeed.

Keep Your Degree on Track
We also hope to keep you on track for your four-year degree. This requires some planning and initiative. You can start planning now by going to http://plans.ucsd.edu. If you are undeclared, focus on general education courses and consult with advisors about your strengths, interests, and goals.

Our Advising Team
At Muir Advising, we help students visualize the BIG picture of their overall graduation plans and verify their General Education and university requirements. Advisors can assist in providing guidance for clarifying your educational goals and finding academic strategies for a successful transition into UCSD.

Linda Alaniz; Doug Easterly, Dean of Academic Advising; Cindy Hsu; Alyssa Patricio; Katie Anderson; Cathy Baez; Karla Kastner; Gabrielle Yates, Assistant Dean of Academic Advising.

We also provide referrals to departments or campus resources that can assist with certain questions. So, if you’re not sure where to start, ask us! Our office also includes Peer Advisors, who are trained and experienced Muir students that can also assist you in walk-in advising hours.

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What is Academic Advising?
Advisors are here to help you get some insights and direction to deal with your academic problems. Advisors can be counselors, guides, mentors, and coaches to help you make the most of your experiences in college.

What Do Advisors Do?
When you meet with an advisor, that advisor’s goals are to help you:

- Make effective decisions.
- Clarify and express your goals.
- Understand your progress toward your degree.
- Understand how rules and regulations affect you and your options within those rules.
- Connect you with resources and experts on campus to help you along the way to your degree.

Preparing for Your Meeting
Get more out of your time with an advisor by taking a few minutes to:

- Look at the Four Year Plan for your major at http://plans.ucsd.edu
- Review your degree audit at http://act.ucsd.edu/studentDars/select
- Use the online tools at the Career Services Center to match your personality, values, and interests to career options.
- Write down your questions and what you want to have as an outcome.

The better you can explain what you want out of an advising meeting, the better we can help you!

Talking to a Muir Advisor

Walk-In Advising
10-15 minute sessions to address immediate concerns:
- Discuss next quarter’s classes.
- Talk about adding or dropping a class.
- Clarify the Muir General Education requirements.
- Clarify lower-division major requirements.

Virtual Advising Center (http://vac.ucsd.edu)
- Submit brief questions at any time online to either your college or major advisor.
- It’s also where you can review notes from our meetings with you and where we send you notices regarding any academic issues.

Advising Events
We often hold events through the year with information about academic or career planning, educational opportunities, or common questions. These are led by academic advisors, peer advisors, or guests.

Appointments
30-minute appointments are ideal for students with at least a couple of quarters complete. They can help with issues like...
- Academic planning.
- Doing a degree check.
- Understanding academic probation or disqualification.
- Looking to change your major.
- Declaring a minor or double major.
Following Up
Productive advising is a relationship between the student and the advisor. The more we get to know you, see your strengths and struggles, and understand what you want and need, the better we can serve you.

Advising Services on Campus

Muir Academic Advising
Your Muir College Advisor will help you understand your general education requirements; understand university regulations and deadlines; help you navigate the campus bureaucracy, help you explore majors or consider a double major, and help you out if you are on academic probation. Muir Academic Advising is your first stop when you don’t know what to do next.

Major Academic Advising
Your Major Department Advisor will help you understand when courses are offered for your major, prerequisites for major classes, and which major courses might fulfill your interests or goals for your major.

Other Campus Resources
We may refer you to other resources on campus:
- The International Center can help you plan to study abroad or with inquiries regarding your visa status if you are an international student.
- Career Services may help you start planning for a job or for graduate or professional school.
- We may find academic support services or wellness services to help you perform at your peak.

When Can You Meet with an Advisor?

<table>
<thead>
<tr>
<th>Weeks(s)</th>
<th>Walk-ins</th>
<th>Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday-Friday</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Monday-Friday</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>3-5</td>
<td>Friday Only</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>6-9</td>
<td>Monday-Friday</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>10</td>
<td>Friday Only</td>
<td>Monday-Friday</td>
</tr>
</tbody>
</table>

Contact Us
Muir College Aademic Advising Office
2126 Humanities and Social Sciences Building (H&SS)
9500 Gilman Drive
La Jolla, CA 92093-0106
Phone 858-534-3580 Fax 858-534-8183
Website: http://muir.ucsd.edu
Like us on Facebook: http://www.facebook.com/ucsdmuiradvising

We are open Monday-Friday, 8:00a-noon and 1:00-4:30p
# Degree Requirement Checklist

To graduate, you must complete requirements for your major, for Muir College, and for UC San Diego. The checklists below can be used to help you review your requirements and to help you read your Degree Audit. If you don't finish all of these requirements, you can't get your diploma!

<table>
<thead>
<tr>
<th>Major</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
</table>
| You must complete all of the upper-division and lower-division requirements of your major with a minimum major GPA of 2.0. | □ MCWP 40  
□ MCWP 50  
You must clear entry-level writing before you can take MCWP courses. | □ UC Entry-level Writing  
See page 8. |
| □ Declaring a Major  
You must declare a major by the time you have 90 units - including AP and IB units. | General Education  
Four, year-long sequences (3 quarters) in a single theme. See pages 9-11 for details. | □ American History and Institutions  
See page 8. |
| □ Four Year Plans  
You can find a sample plan for your major at http://plans.ucsd.edu | Area I: Social Sciences  
| | □ □ □ |
| | Area II: Math or Natural Sciences  
| | □ □ □ |
| | Area III: Choose two of the following: Fine Arts, Foreign Language, or Humanities  
| | □ □ □ □ |
| | Overlap Rule  
No more than three of your GE courses may be cleared using courses from your major. | □ Requirement in Diversity, Equity, and Inclusion  
Complete an approved course with a grade of P or C- or higher.  
See the approved list of courses at http://senate.ucsd.edu/committees CEP/DEI/ApprovedCourses.pdf |
| □ Double Majors  
You must declare a double major between 90 and 135 units. Meet with a Muir academic advisor to see if you can qualify for a double major and complete your degree within the maximum unit limit. | Total Units  
Complete at least 180 units. | □ Pass/No Pass Maximum  
No more than 25% of your UC San Diego units may be taken on a pass/no pass basis |
| □ Minors  
Minors are optional and consist of at least 28 units of coursework, both upper-division and lower-division. You cannot use courses that are applied to your major to satisfy minor requirements. You may use courses from your minor to satisfy General Education requirements. | Upper-division Units  
Complete at least 60 upper-division units (courses numbered 100 or higher). | □ Minimum GPA  
You must have a cumulative UC GPA of 2.0 or higher to graduate. |
| | Senior Residency  
Complete at least 35 of your last 45 units at UC San Diego | □ Minimum Progress  
You must complete a minimum of 36 units per year. To graduate in four years, you still need to complete at least 45 units per year. |
| | | □ Maximum Units  
You may enroll in no more than 200 total units, 230 for a B.S. in engineering, or 240 units for a double major. AP and IB units do not count toward this maximum. |

**LEFT** column of degree audit. Talk to your MAJOR Advisor.  
**CENTER** column of degree audit. Talk to your MUIR Advisor.  
**RIGHT** column of degree audit. Talk to your MUIR Advisor.
**Reading Your Degree Audit**

You can track your progress toward your diploma using your Degree Audit, available online at anytime by logging in to TritonLink at http://students.ucsd.edu. Your audit will show you what you have completed and what you still need to do and is organized by major, college, and university requirements.

### UNIVERSITY OF CALIFORNIA, SAN DIEGO

**Name:** Muir, John  
**PID:** A12345678  
**UC GPA:** 0.000  
**Total Units Completed:**  

You are responsible for completing all graduation requirements. Please report any errors in column 1 to your major advisor; Report any errors in columns 2 or 3 to your college academic advisor.

**Degree audits are updated periodically. Check here to see when your audit was last updated!**

---

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>College Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(EN 25) Economics BA</strong></td>
<td><strong>MUIR GENERAL EDU</strong></td>
</tr>
<tr>
<td><strong>Lower Division Requirements</strong></td>
<td><strong>1) Muir Writing 40</strong></td>
</tr>
<tr>
<td>&gt; 1) Mathematics</td>
<td><strong>FA15 MATH 20A 4.0 WIP</strong></td>
</tr>
<tr>
<td>Needs: 2 Courses</td>
<td><strong>&gt; 2) Muir Writing 50 - Reqd</strong></td>
</tr>
<tr>
<td>&gt; 2) Economics</td>
<td><strong>CATEGORY I</strong></td>
</tr>
<tr>
<td>FA15 ECON 1 4.0 WIP</td>
<td>&gt; 1) Social Science  - Reqd</td>
</tr>
<tr>
<td>Needs: 1 Course</td>
<td><strong>FA15 ECON 1 4.0 WIP</strong></td>
</tr>
<tr>
<td><strong>Upper Division Summary - Not Complete</strong></td>
<td><strong>Needs: 2 Courses</strong></td>
</tr>
<tr>
<td>(UC trfr not calculated in audit GPA)</td>
<td><strong>CATEGORY II</strong></td>
</tr>
<tr>
<td>12.0 ATTEMPTED HOURS 0.0 POINTS 0.000GPA</td>
<td>&gt; 1) Math/Natural Science  - Reqd</td>
</tr>
<tr>
<td>Upper Division Requirements</td>
<td><strong>FA15 MATH 20A 4.0 WIP</strong></td>
</tr>
<tr>
<td>Earned: 11 Courses</td>
<td><strong>Needs: 2 Courses</strong></td>
</tr>
<tr>
<td>--&gt; Needs: 4 Courses</td>
<td><strong>CATEGORY III</strong></td>
</tr>
<tr>
<td>&gt; 1) Economics Core</td>
<td>&gt; 1) Humanities</td>
</tr>
<tr>
<td>Needs: 7 Courses</td>
<td><strong>FA15 HILD2A 4.0</strong></td>
</tr>
<tr>
<td>&gt; 2) Economics Electives</td>
<td><strong>SPI4 HILDAPA 4.0</strong></td>
</tr>
<tr>
<td>Needs: 3 Courses</td>
<td><strong>SPI4 HILDAPB 4.0</strong></td>
</tr>
<tr>
<td>&gt; 3) Economics Advanced Electives</td>
<td><strong>&gt; 2) Fine Arts</strong></td>
</tr>
<tr>
<td>Needs: 2 Courses</td>
<td><strong>Needs: 3 Courses</strong></td>
</tr>
<tr>
<td><strong>Major UD Requirement</strong></td>
<td><strong>&gt; 3) Foreign Language</strong></td>
</tr>
<tr>
<td>&gt; Minimum of 48 Upper Division</td>
<td><strong>Needs: 3 Courses</strong></td>
</tr>
<tr>
<td>In Progress units included</td>
<td><strong>All three areas will show up as options until you have completed two of them.</strong></td>
</tr>
</tbody>
</table>
| Needs: 48.0 Units | **The “NCAA Athletics” section is only used to track whether athletes are eligible to compete!**

---

**University Requirements**

**Degree and Diploma Application**

> You must file a DDA by http://degree.ucsd.edu

**Required Upper Division**

> Take at least 60 Units  
In progress units included  
Needs: 60.0 units

**UC Writing, AHI & DEI**

R UC Writing (Subject AHI Complete  
Maximum of 25% Pass/No Pass

---

**Senior Residency**

Currently in compliance  
35 of your last 45 units must be from UCSD (0.0 Units Taken)

**Bachelors Degree Unit**

180 units required to gradu  
Refer to 'Total Units' in H  
does not include Work in

**Overall GPA**

acceptable overall GPA for graduation is 2.0

**NCAA SUMMARY FOR STUDENTS ATHLETES ONLY**

Number of units completed or scheduled  
and GE 155.0 Units earned

---

**This column lists your major requirements.**

If a section appears in **Blue**, that portion of your major is either complete or you are enrolled in courses that complete that requirement.

If a section appears in **RED**, you must still complete that requirement.

Questions about this column should be directed to your major department advisor.

**This column lists your GE, college and optional minor requirements.**

If a section appears in **Blue**, that portion is either complete or you are enrolled in courses that complete that requirement.

If a section appears in **RED**, you must still complete that requirement.

Questions about this column should be directed to your Muir Academic Advisor.

---

**This column lists your graduation and university requirements.**

If a section appears in **Blue**, that portion is either complete or you are enrolled in courses that complete that requirement.

If a section appears in **RED**, you must still complete that requirement.

Questions about this column should be directed to your Muir Academic Advisor.
Before UCSD enrollment, complete ONE of the following to satisfy ELWR:

- **SAT:** 680 or higher on Reasoning Test, Writing Section
- **AP English Literature or Language:** 3 or higher
- **IB Higher Level English (A-Level)**: 5, 6 or 7 OR Standard Level 6 or higher
- **Analytical Writing Placement Exam (AWPE):** Pass exam which can only be taken once
- **Transfer Course:** Before your 1st quarter at UCSD. Acceptable UC-transferable composition course with C grade or better.

**Entry Level Writing Requirement (ELWR)**

- **Enroll** in the Basic Writing course every quarter until you satisfy ELWR
- **Pass** the Basic Writing course with a “C” grade or better to satisfy ELWR
- **Complete** the Basic Writing course within your first 3 consecutive quarters to satisfy ELWR

**Q:** What if I do not enroll in the Basic Writing course when required?

**A:** You forfeit an eligible quarter. This counts against your 3 consecutive quarters!

**American History & Institutions (AH&I)**

Complete ONE of the following to satisfy AH&I:

- **High School:** “C” grade or better in a U.S. History course OR combined history & civics/government course
- **AP U.S. History:** 3 or higher
- **SAT II American History:** 550 or higher
- **Transfer Course:** Acceptable UC-transferable American History course with a C grade or better
- **UCSD Course:** Consult the UCSD General Catalog for approved course
- **On F-1 or J-1 Visa:** Petition with Muir College to be exempt

**Diversity, Equity & Inclusion (DEI)**

Complete ONE course to satisfy DEI:

- “P” grade or “C-” grade or higher
- **Approved course list:**
  http://senate.ucsd.edu/committees/CEP/DEI/ApprovedCourses.pdf
SATISFYING MUIR COLLEGE REQUIREMENTS

Muir College Writing Requirement

After completing the Entry-Level Writing Requirement for the University, Muir students must complete a college writing requirement by completing two writing courses: MCWP 40 and MCWP 50.

- Both courses must be taken for a letter grade.
- You will be able to enroll in your first pass for your first 6 quarters at UC San Diego. After that, you will have to wait for your second pass, which will make it much harder to enroll.

Muir General Education (GE) Requirement

The Goal of our General Education curriculum is to help students develop broad, interdisciplinary skills that stretch them beyond the narrow focus of a major and into the major areas of academic study on this campus. We focus on students looking at introductory lower-division courses that cover areas that may help students explore major options, develop broader skills, and build a critical perspective that includes a range of learning rather than attaining a narrow, technical educational focus.

You must complete GE sequences in four different areas that reflect the major academic divisions in the university.

1. Social Sciences
2. Math or Natural Sciences
3. 2 different areas from Fine Arts, Foreign Language, or Humanities

Each GE sequence will consist of three courses from a predefined “sequence.” Despite the use of the word “sequence,” the courses you take don’t necessarily need to be taken in order or even in the same year. You need to show depth of study in your chosen GE option. See pages 10-11 for a list of approved GE sequences.

Each of the GE sequences has several options and it is up to you to choose which ones work best for you.

No more than 3 courses from your major can be used to satisfy GE requirements. GE requirements are designed to expose students to subject areas outside of their major field of study. However, there is no restriction in overlapping courses between GE requirements and minor requirements.

GE courses do not need to be completed in your first (or even your second) year, but you must finish them to graduate. You can use GE to explore majors if you are undeclared or undecided, to test out a potential minor or second major, or just to study some things you wished you knew more about. You can also space out your GE courses over 4 years so you have something to balance a heavy course load in an intense major, like in engineering.
# APPROVED MUIR GENERAL EDUCATION (GE) SEQUENCES

## Category I: Social

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Culture and society from evolutionary, historical &amp; contemporary perspectives.</td>
<td>ANTH 1, 21, 23, or 103</td>
<td>ANTH 2 or 102</td>
<td>ANTH 3 or 101</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>Mind and intelligence, including relations among minds, brains, and computers.</td>
<td>COGS 1</td>
<td>COGS 11</td>
<td>COGS 10 or 17</td>
</tr>
<tr>
<td>Critical Gender Studies</td>
<td>The interdisciplinary analysis of gender and sexuality.</td>
<td>CGS 2 A</td>
<td>CGS 2 B</td>
<td>CGS 100</td>
</tr>
<tr>
<td>Economics *</td>
<td>How individuals and organization deal with scarcity and systems of exchange.</td>
<td>ECON 1</td>
<td>ECON 2</td>
<td>ECON 3</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>Interdisciplinary analysis of race, ethnicity, gender, sexuality, class, and dis/ability.</td>
<td>ETHN 1</td>
<td>ETHN 2</td>
<td>ETHN 3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Study of the ways in which languages develop, differ, and are alike.</td>
<td>Choose 3 from LIGN 3, 4</td>
<td>5, 6, 7, 8, or 17</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>The nature and origins of political institutions, practices, behaviors, values, and ideas.</td>
<td>Choose 3 from POLI 10 or 10D, 11 or 11D, 12 or 12D, or 13 or 13D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>The empirical and scientific, rather than clinical, elements of human behavior.</td>
<td>Choose 3 from PSYC 1, 2, 3, 4, 6, or 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>Understanding group dynamics using both scientific and humanistic perspectives.</td>
<td>SOCI 1</td>
<td>SOCI 2</td>
<td>SOCI 10, 20, 30, 40, 50</td>
</tr>
<tr>
<td>Urban Studies &amp; Planning</td>
<td>The development, growth, and cultures of cities and communities.</td>
<td>USP 1</td>
<td>USP 2</td>
<td>USP 3</td>
</tr>
</tbody>
</table>

## Category II: Math or Natural Sciences

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>For students who are not pursuing degrees in math, science, or engineering.</td>
<td>Choose 3 from PHYS 5, 7</td>
<td>9, or 13</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>For students who are not pursuing degrees in math, science, or engineering.</td>
<td>Choose 3 from BILD 7, 10</td>
<td>12, 20, 22, 24, 26</td>
<td></td>
</tr>
<tr>
<td>Chemistry *</td>
<td>For students who are pursuing careers or majors in math, science, or engineering.</td>
<td>CHEM 6 A or 6AH</td>
<td>CHEM 68 or 68H</td>
<td>CHEM 6C or 6CH</td>
</tr>
<tr>
<td>Chemistry *</td>
<td>For students who are not pursuing careers or majors in math, science, or engineering.</td>
<td>CHEM 11</td>
<td>CHEM 12</td>
<td>CHEM 13</td>
</tr>
<tr>
<td>Earth Science</td>
<td>A sequence of courses exploring earth and marine sciences for non-science majors.</td>
<td>Choose 3 from SIO 1, 10</td>
<td>20, or 30</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Interdisciplinary study of the environment for students who are not pursuing degrees in math, science, or engineering.</td>
<td>ENVR 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Science</td>
<td>An interdisciplinary overview for students who are not pursuing degrees in math, science, or engineering.</td>
<td>BILD 10 or ENVR 30</td>
<td>CHEM 4 or 11</td>
<td>PHYS 8 or 10</td>
</tr>
<tr>
<td>Calculus *</td>
<td>For pre-health students, biological sciences majors, and some social science majors.</td>
<td>MATH 10 A or 10B</td>
<td>MATH 20 A or 20B</td>
<td>MATH 10 C or 20 C</td>
</tr>
<tr>
<td>Physics</td>
<td>For engineering, math, physical sciences, and some social science majors.</td>
<td>Choose 3 from PHYS 8, 10</td>
<td>11, or 12</td>
<td></td>
</tr>
<tr>
<td>Physics *</td>
<td>For students pursuing pre-health or majors in biological sciences.</td>
<td>PHYS 1 A &amp; AL</td>
<td>PHYS 1 B &amp; BL</td>
<td>PHYS 1 C &amp; CL</td>
</tr>
<tr>
<td>Physics *</td>
<td>For physical sciences and engineering.</td>
<td>PHYS 2 A &amp; 2 B</td>
<td></td>
<td>PHYS 2 C</td>
</tr>
<tr>
<td>Physics *</td>
<td>For physics majors.</td>
<td>PHYS 4 A &amp; 4 B</td>
<td></td>
<td>PHYS 4 C</td>
</tr>
</tbody>
</table>

## Category III: Fine Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Interpreting art thorough history to understand meaning and expression.</td>
<td>Choose 3 from VIS 20, 2</td>
<td>21 A, 21 B, or 22</td>
<td></td>
</tr>
<tr>
<td>Film Studies</td>
<td>A critical study of film as a form of artistic expression.</td>
<td>VIS 22</td>
<td>VIS 84</td>
<td>VIS 135, 135, 154, 155</td>
</tr>
<tr>
<td>Jazz and Blues</td>
<td>History and development of Jazz and Blues musical traditions. These are upper-division courses and should only be taken after completing Muir Writing.</td>
<td>MUS 126</td>
<td>MUS 127 A</td>
<td>MUS 127 B</td>
</tr>
<tr>
<td>Music Fundamentals *</td>
<td>Musical structure with a focus on developing listening ability.</td>
<td>MUS 1 A</td>
<td>MUS 1 B</td>
<td>MUS 1 C</td>
</tr>
<tr>
<td>Music Traditions</td>
<td>An introduction to different musical styles and traditions with a focus on understanding and appreciation.</td>
<td>MUS 4</td>
<td>Choose 2 from MUS 5, 6, 7, 8, 9, 10, 11, 12, 13 AF, 13 AM, 13 AS, 14, 15, 16, 17, or 18</td>
<td></td>
</tr>
<tr>
<td>Theatre History</td>
<td>A focus on interpreting and understanding dramatic literature.</td>
<td>Choose 3 from THDT 10, 2</td>
<td>1, 22, or 23</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>An exploration of several aspects of theatre with possible applications to performance design, playwriting, or film.</td>
<td>TDGE 1</td>
<td>Choose 2 from TDAC 1, TDDE 1, TDGE 3, 5, 10, or 11, or TDPW 1</td>
<td>VIS 11</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>An introduction to the concepts, process, and understanding of visual art.</td>
<td>Choose 2 from VIS 1, 2, or 3</td>
<td></td>
<td>VIS 11</td>
</tr>
</tbody>
</table>

Courses marked * must be taken in a specific order based on course prerequisites.
### Category III: Foreign Language

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course I</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td>Choose 3 from LISL 1A &amp; 1AX, IB &amp; IBX, IC &amp; ICX, or ID &amp; IDX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Greek</td>
<td>LTGK 1</td>
<td>LTGK 2</td>
<td>LTGK 3</td>
</tr>
<tr>
<td>Arabic</td>
<td>LIAB IA &amp; IAX</td>
<td>LIAB IB &amp; IBX</td>
<td>LIAB IC &amp; ICX</td>
</tr>
<tr>
<td>Chinese</td>
<td>Choose 3 from CHIN 10A, 10B, 10C, 20A, 20B, or 20C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Choose 3 from LIFR 1A &amp; IAX, IB &amp; IBX, IC &amp; ICX, ID &amp; IDX, LTFR 2A, 2B, 2C, or 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Choose 3 from LIGM 1A &amp; IAX, IB &amp; IBX, IC &amp; ICX, ID &amp; IDX, LTGM 2A, 2B, 2C, or 50</td>
<td></td>
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</tr>
<tr>
<td>Hebrew</td>
<td>JUDA 1</td>
<td>JUDA 2</td>
<td>JUDA 3</td>
</tr>
<tr>
<td>Italian</td>
<td>Choose 3 from LIIT 1A &amp; IAX, IB &amp; IBX, IC &amp; ICX, ID &amp; IDX, LTIT 2A, 2B, 2C or 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>Choose 3 from JAPN 10A, 10B, 10C, 20A, 20B, or 20C</td>
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</tr>
<tr>
<td>Korean</td>
<td>Choose 3 from LTKO 1A, 1B, 1C, 2A, 2B, or 2C</td>
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</tr>
<tr>
<td>Latin</td>
<td>LTLA 1</td>
<td>LTLA 2</td>
<td>LTLA 3</td>
</tr>
<tr>
<td>Portuguese</td>
<td>LIPO IA &amp; IAX</td>
<td>LIPO IB &amp; IBX</td>
<td>LIPO IC &amp; ICX</td>
</tr>
<tr>
<td>Russian</td>
<td>Choose 3 from LTRU 1A, 1B, 1C, 2A, 2B, or 2C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Choose 3 from LISP 1A &amp; IAX, IB &amp; IBX, IC &amp; ICX, ID &amp; IDX, LTSP 2A, 2B, 2C, 2D, or 2E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage Language Program</td>
<td>Complete 3 courses in a single language. Not all courses listed are available every year. The course must be completed in fall, winter, or spring quarters.</td>
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<tr>
<td></td>
<td>• Filipino for Filipino speakers (LIHL 112/S132)</td>
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<td></td>
<td>• Armenian for Armenian speakers (LIHL 113)</td>
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<td></td>
<td>• Vietnamese for Vietnamese speakers (LIHL 114/134)</td>
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<td></td>
<td>• Korean for Korean speakers (LIHL 115/135)</td>
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<td></td>
<td>• Persian for Persian speakers (LIHL 117/137)</td>
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<td></td>
<td>• Cantonese for Cantonese speakers (LIHL 118/138)</td>
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<tr>
<td></td>
<td>• Hindi for Hindi speakers (LIHL 119/139)</td>
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</tbody>
</table>

### Category III: Humanities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Course I</th>
<th>Course 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>British &amp; American Literature</td>
<td>Literary analysis of works in the British American literary tradition.</td>
<td>Choose 3 from LITEN 21, 22, 23, 25, or 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical and Scientific Reasoning</td>
<td>Understanding the techniques and grounds for scientific knowledge and thinking.</td>
<td>Choose 3 from PHIL 10, 12, 15, 25, or 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Thinking</td>
<td>A focused study of the basis.</td>
<td>Choose 3 from PHIL 13, 26, 27, 28, or 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiction &amp; Film, 20th Century</td>
<td>Modern culture in novels, stories and films, focusing on the relationship between art and society.</td>
<td>Choose 3 from LTWL 4A, 4C, 4D, 4F, or 4M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiction, Poetry and Non-Fiction Writing</td>
<td>Literary composition, techniques, and theory through creating fiction, non-fiction, and poetry. Students must complete MCWP 40 and 50 before enrolling in these courses.</td>
<td>LTWR 8A</td>
<td>LTWR 8B</td>
<td>LTWR 8C</td>
</tr>
<tr>
<td>History of China and Japan</td>
<td>China and Japan from ancient times to the present.</td>
<td>HILD 10</td>
<td>HILD 11</td>
<td>HILD 12</td>
</tr>
<tr>
<td>History of Philosophy</td>
<td>History of philosophy that serves as a prerequisite for philosophy majors.</td>
<td>PHIL 31</td>
<td>PHIL 32</td>
<td>PHIL 33</td>
</tr>
<tr>
<td>Introduction to Greeks and Romans</td>
<td>Study of the Greco-Roman world, its literature, myth, philosophy, history, and art.</td>
<td>LTWL 19A</td>
<td>LTWL 19B</td>
<td>LTWL 19C</td>
</tr>
<tr>
<td>Introduction to Philosophy</td>
<td>An introduction to philosophy organized by topic.</td>
<td>Choose 3 from PHIL 1, 13, 14, or 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural U.S. Literature</td>
<td>Literature of the U.S. within a variety of traditions and communities.</td>
<td>LITEN 27</td>
<td>LITEN 28</td>
<td>LITEN 29</td>
</tr>
<tr>
<td>Race &amp; Ethnicity in the U.S.</td>
<td>Race, slavery, demographic patterns, ethnic variety, urban and rural life in the U.S.</td>
<td>HILD 7A</td>
<td>HILD 7B</td>
<td>HILD 7C</td>
</tr>
<tr>
<td>Third World Literature</td>
<td>An introduction to cultures of various nations through selected texts.</td>
<td>Choose 3 from TWS 21, 22, 23, 24, 25, or 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td>U.S. history from colonial times to the present.</td>
<td>HILD 2A</td>
<td>HILD 2B</td>
<td>HILD 2C</td>
</tr>
</tbody>
</table>

- Self Directed Study (LIDS) courses, conversational language courses, and other courses not listed here do not clear the Muir foreign language GE option.
- Language proficiency and placement exams do not clear or count toward the Muir foreign language GE option. Muir does have a proficiency requirement, but an option for you to use 3 language courses as part of the 12 courses in general education sequences.
- SAT II language exams do not clear the Muir foreign language GE option.
- AP language exams and IB Higher Level Language (A) exams can give you credit toward this requirement since they are treated as college units.
GE COURSE DESCRIPTIONS

When choosing your general education courses, it helps to have an idea of what those courses are. The next six pages list the course descriptions for all of the Muir GE courses listed on pages 10-11 in alphabetical order.

<table>
<thead>
<tr>
<th>ANTH 1. Introduction to Culture (4)</th>
<th>ANTH 2. Human Origins (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to the anthropological approach to understanding human behavior, with an examination of data from a selection of societies and cultures. (Formerly known as ANLD 1.) Credit not allowed for both ANLD 1 and ANTH 1.</td>
<td>An introduction to human evolution from the perspective of physical anthropology, including evolutionary theory and the evolution of the primates, hominids, and modern humans. Emphasis is placed on evidence from fossil remains and behavioral studies of living primates. Prerequisite: for upper-division biological anthropology courses. (Formerly known as ANLD 2.) Credit not allowed for both ANLD 2 and ANTH 2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTH 3. World Prehistory (4)</th>
<th>ANTH 21. Race and Racism (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course examines theories and methods used by archaeologists to investigate the origins of human culture. A variety of case studies from around the world are examined. (Recommended for many upper-division archaeology courses.) (Formerly known as ANLD 3.) Credit not allowed for both ANLD 3 and ANTH 3.</td>
<td>Why does racism still matter? How is racism experienced in the U.S. and across the globe? With insights from the biology of human variation, archaeology, colonial history, and sociocultural anthropology, we examined how notions of race and ethnicity structure contemporary societies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTH 101. Foundations of Social Complexity (4)</th>
<th>ANTH 102. Humans are Cultural Animals (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course examines archaeological evidence for three key “tipping points” in the human career: (1) the origins of modern human social behaviors, (2) the beginnings of agriculture and village life, and (3) the emergence of cities and states. Prerequisites: upper-division standing.</td>
<td>This class examines humans from a comparative perspective: if we ignore culture, what’s left? How do culture and biology interact? And how does biology inform cultural debates over race, sex, marriage, war peace, etc.? (Note: This is a core course for all anthropology majors. Students may not receive credit for ANTH 102 and ANBI 161.) Prerequisites: ANTH 2 or consent of instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTH 103. Sociocultural Anthropology (4)</th>
<th>BILD 10. Fundamental Concepts of Modern Biology (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A systematic analysis of social anthropology and of the concepts and constructs required for cross-cultural and comparative study of human societies. Prerequisites: upper-division standing. (Required for all majors in anthropology.) (Formerly known as ANPR 105.) Credit not allowed for both ANPR 105 and ANTH 103.</td>
<td>An introduction to the biochemistry and genetics of cells and organisms; illustrations are drawn from microbiology and human biology. This course is designed for non-biology students and does not satisfy a lower-division requirement for any biology major. Open to non-biology majors only. Note: Students may not receive credit for BILD 10 after receiving credit for BILD 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BILD 7. The Beginning of Life (4)</th>
<th>BILD 12. Neurobiology and Behavior (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to the basic principles of plant and animal development, emphasizing the similar strategies by which diverse organisms develop. Practical applications of developmental principles as well as ethical considerations arising from these technologies will be discussed.</td>
<td>Introduction to the organization and functions of the nervous system; topics include molecular, cellular, developmental systems, and behavioral neurobiology. This course is designed for non-biology students and does not satisfy a lower-division requirement for any biology major. Open to non-biology majors only.</td>
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<tbody>
<tr>
<td>Course will focus on issues such as global warming, species extinction, and human impact on the oceans and forests. History and scientific projections will be examined in relation to these events. Possible solutions to these worldwide processes and a critical assessment of their causes and consequences will be covered.</td>
<td>Fundamentals of human genetics and introduction to modern genetic technology such as gene cloning and DNA fingerprinting. Applications of these techniques, such as forensic genetics, genetic screening, and genetic engineering. Social impacts and ethical implications of these applications. This course is designed for non-biology students and does not satisfy a lower-division requirement for any biology major. Note: Students may not receive credit for BILD 20 after receiving credit for BICD 100.</td>
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<tbody>
<tr>
<td>A survey of understanding of the basic chemistry and biology of human nutrition; discussions of all aspects of food: nutritional value, diet, nutritional diseases, public health, and public policy. This course is designed for non-biology students and does not satisfy a lower-division requirement for any biology major. Open to non-biology majors only. Note: Students may not receive credit for BILD 22 after receiving credit for BICD 120.</td>
<td>Introduction to the elements of human physiology and the functioning of the various organ systems. The course presents a broad, yet detailed, analysis of human physiology, with particular emphasis towards understanding disease processes. This course is designed for non-biology students and does not satisfy a lower-division requirement for any biology major. Open to non-biology majors only. Note: Students may not receive credit for BILD 26 after receiving credit for BICD 136.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BILD 36. AIDS Science and Society (4)</th>
<th>CGS 2A. Introduction to Critical Gender Studies: Social Movements (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to all aspects of the AIDS epidemic. Topics will include the epidemiology, biology, and clinical aspects of HIV infection; HIV testing; education and approaches to therapy; and the social, political, and legal impacts of AIDS on the individual society. This course is designed for non-biology students and does not satisfy a lower-division requirement for any biology major. Open to non-biology majors only. Note: Students may not receive credit for BILD 36 after receiving credit for BICD 136.</td>
<td>The role of social movements in contesting rights and representation in comparative and historical contexts. Historical examples in the U.S. and other locations, including civil rights, men’s movements, antiracist feminism, women’s movements, AIDS activism, transgenderism, immigrant rights, and labor movement in the U.S.</td>
</tr>
</tbody>
</table>
CHEM 4. Basic Chemistry (4)
Offers less-well prepared science majors the fundamental skills necessary to succeed in Chem 6. Emphasizes quantitative problems. Topics include nomenclature, stoichiometry, basic reactions, bonding, and the periodic table. May not receive credit for both Chem 4 and Chem 11. Includes a laboratory/dissertation each week. Recommended: concurrent enrollment in Math 3C, 4C or 10A or higher. (F)

CHEM 6A. General Chemistry I (4)
First quarter of a three-quarter sequence intended for science and engineering majors. Topics include: atomic theory, bonding, molecular geometry, stoichiometry, types of reactions, and thermochemistry. May not be taken for credit after Chem 6AH. Recommended: proficiency in high school chemistry and/or physics; concurrent or prior enrollment in Math 10A or 20A. (F, W, S)

CHEM 6B. General Chemistry II (4)
Second quarter of a three-quarter sequence intended for science and engineering majors. Topics include: covalent bonding, gases, liquids, and solids, colligative properties, physical and chemical equilibria, acids and bases, solubility. May not be taken for credit after Chem 6BH. Prerequisites: Chem 6A or 6AH and Math 10A or 20A. Recommended: concurrent or prior enrollment in Math 10B or 20B. (F, W, S)

CHEM 6C. General Chemistry III (4)
Third quarter of a three-quarter sequence intended for science and engineering majors. Topics include: thermodynamics, kinetics, electrochemistry, coordination chemistry, and introductions to nuclear, main group organic, and biochemistry. May not be taken for credit after Chem 6CH. Prerequisites: Chem 6B or 6BH. Recommended: completion of Math 10B or 20B. (F, W, S)

CHEM 6D. General Chemistry IV (4)
Third quarter of a three-quarter sequence intended for science and engineering majors. Topics include: thermodynamics, kinetics, electrochemistry, coordination chemistry, and introductions to nuclear, main group organic, and biochemistry. May not be taken for credit after Chem 6CH. Prerequisites: Chem 6B or 6BH. Recommended: completion of Math 10B or 20B. (F, W, S)

CHEM 11. The Periodic Table (4)
Introduction to the material world of atoms and small inorganic molecules. Intended for nonscience majors. Students may not receive credit for both Chem 4 and Chem 11. (F, S)

CHEM 12. Molecules and Reactions (4)
Introduction to molecular bonding and structure and chemical reactions, including organic molecules and synthetic polymers. Intended for nonscience majors. Prerequisites: Chem 11 or good knowledge of high school chemistry. Cannot be taken for credit after any organic chemistry course. (W)

CHEM 13. Chemistry of Life (4)
Introduction to biochemistry for nonscience majors. Topics include carbohydrates, lipids, amino acids and proteins, with an introduction to metabolic pathways in human physiology. Prerequisites: Chem 12. (S)

CHIN 10AD-10BD-10CD. First Year Chinese—Dialect speakers (5)
Introductory courses of basic Chinese for students with background in a dialect of Chinese. This is a one-year curriculum for entry-level Chinese in communicative skills. Covers pronunciation, fundamentals of Chinese grammar, and vocabulary. Topics include greetings, family affairs, numbers, daily exchanges, school life, shopping, transportation, dining, direction and social life. Students may not receive duplicate credit for CHIN 11 and CHIN 10AD, CHIN 12 and CHIN 10BD, or CHIN 13 and CHIN 10CD. Prerequisites: department approval.

CHIN 10AM-10BM-10CM. First Year Chinese—Mandarin speakers (5)
Introductory courses of basic Chinese for students with background in Mandarin Chinese. This is a one-year curriculum for entry-level Chinese in communicative skills. Covers pronunciation, fundamentals of Chinese grammar, and vocabulary. Topics include greetings, family affairs, numbers, daily exchanges, school life, shopping, transportation, dining, direction and social life. Students may not receive duplicate credit for CHIN 11 and CHIN 10AM, CHIN 12 and CHIN 10BM, or CHIN 13 and CHIN 10CM. Prerequisites: department approval.

CHIN 10AN-10BN-10CN. First Year Chinese—Non-native speakers (5)
Introductory course of basic Chinese for students with no background in Chinese. This is a one-year curriculum for entry-level Chinese in communicative skills. Covers pronunciation, fundamentals of Chinese grammar, and vocabulary. Topics include greetings, family affairs, numbers, daily exchanges, school life, shopping, transportation, dining, direction and social life. Students may not receive duplicate credit for CHIN 11 and CHIN 10AN, CHIN 12 and CHIN 10BN, or CHIN 13 and CHIN 10CN. Prerequisites: department approval.

CHIN 20AM-20BM-20CM. Second Year Chinese—Mandarin speakers (4)
Second year of basic Chinese for students with background in Mandarin. Second year of one-year curriculum for Chinese in intermediate communicative skills. Covers sentence structure and idiomatic expression, development of listening, speaking, reading, and written competence. Topics include sports, travel, special events, China, population, other nationalities, food, physical actions, and culture. Students may not receive duplicate credit for both CHIN 21 and CHIN 20AM, CHIN 22 and CHIN 20BM, and CHIN 23 and CHIN 20CM. Prerequisites: CHIN 13, CHIN 10CM, score of 3 on AP Chinese Language and Culture Exam, or department stamp.

CHIN 20AN-20BN-20CN. Second Year Chinese—Non-native speakers (4)
Second year of basic Chinese for students with no background. Second year of a one-year curriculum for Chinese in intermediate communicative skills. Covers sentence structure, idiomatic expression, development of listening, speaking, reading, and written competence in Chinese. Topics include sports, travel, special events, China, population, other nationalities, food, physical actions, and culture. Students may not receive duplicate credit for both CHIN 21 and CHIN 20AN, CHIN 22 and CHIN 20BN, and CHIN 23 and CHIN 20CN. Prerequisites: CHIN 13, CHIN 10CN, score of 3 on AP Chinese Language and Culture Exam, or department stamp.

COGS 1. Introduction to Cognitive Science (4)
A team taught course highlighting development of the field and the broad range of topics covered in the major. Examples include addiction, analogy, animal cognition, human-computer interaction, language, neuroimaging, neural networks, reasoning, robots, and real-world applications.

COGS 10. Cognitive Consequences of Technology (4)
The role of cognition and computation in the development of state-of-the-art technologies such as human computational interaction in aviation, air traffic control, medical diagnosis, robotics and telerobotics, and the design and engineering of cognitive artifacts.

COGS 11. Minds and Brains (4)
How damaged and normal brains influence the way humans solve problems, remember or forget, pay attention to things; how they affect our emotions, and the way we use language in daily life.

COGS 17. Neurobiology of Cognition (4)
Introduction to the organization and functions of the nervous system. Topics include molecular, cellular, developmental, systems, and behavioral neurobiology. Specifically, structure and function of neurons, peripheral and central nervous systems, sensory, motor, and control systems, learning and memory mechanisms. (Students may not receive credit for both Biology 12 and Cognitive Science 17.)
MUIR ACADEMIC ADVISING

This course examines key historical events and studies: Land and Labor (4)
philosophical, ecological, and aesthetic course explores its evolving historical, recreation, and political activism. This and serves as focal point for public policies, consciousness of American environmentalists "Wilderness" plays a central role in the values (4)

ENVR 30. Environmental Issues: Natural Sciences (4)
Examines global and regional environmental issues. The approach is to consider the scientific basis for policy options. Simple principles of chemistry and biology are introduced. The scope of problems includes: air and water pollution, climate modification, solid waste disposal, hazardous waste treatment, and environmental impact assessment.

ENVR 130. Environmental Issues: Social Sciences (4)
Explores contemporary environmental issues from the perspective of the social sciences. It includes the cultural framing of environmental issues and appropriate social action, the analysis of economic incentives and constraints, and a comparison of policy approaches. Prerequisites: upper-division standing or consent of instructor.

ENVR 140. Wilderness and Human Values (4)
“Wilderness” plays a central role in the consciousness of American environmentalists and serves as focal point for public policies, recreation, and political activism. This course explores its evolving historical, philosophical, ecological, and aesthetic meanings and includes guest speakers and a field component. Prerequisites: upper-division standing or consent of instructor.

ETHN 1. Introduction to Ethnic Studies: Land and Labor (4)
This course examines key historical events and debates in the field that center around land and labor, including disputes about territory and natural resources, slavery and other forms of unfree labor, labor migration and recruitment, and US and transnational borders. Students may not receive credit for both ETHN 1A and ETHN 1.

ETHN 2. Introduction to Ethnic Studies: Circulations of Difference (4)
Focusing on historical and contemporary migration and the circulation of commodities, knowledge, bodies, and culture, this course looks at how racial formation in the U.S. and transnationally is shaped and contested by such movements. Students may not receive credit for both ETHN 1B and ETHN 2.

ETHN 3. Introduction to Ethnic Studies: Making Culture (4)
Through examining the historical and contemporary politics of representation in both popular and community-focused media, film, art, music, and literature, this course tracks racial formation through studying the sphere of cultural production, consumption, and contestation. Students may not receive credit for both ETHN 1C and ETHN 3.

HILD 2A-B-C. United States (4-4-4)
A year-long lower-division course that will provide students with a background in United States history from colonial times to the present, concentrating on social, economic, and political developments. (Satisfies Muir College humanities requirement and American History and Institutions requirement.)

HILD 10. East Asia: The Great Tradition (4)
The evolution of East Asian civilization from the first writing through classical Han and late imperial Song China. Primary and secondary readings on basic ideas, institutions and practices of the Confucian, Daoist, and Buddhist paths and of the state and family.

HILD 11. East Asia and the West, 1279–1911 (4)
From the Mongol conquests to China’s last dynasty and Japan’s annexation of Korea, this course examines political, institutional, and cultural ruptures and continuities as the East Asian countries responded to the challenges of Western imperialism with defense, reform, conservative reaction and creative imitation.

HILD 12. Twentieth-Century East Asia (4)
Examines the emergence of a regionally dominant Japan before and after World War II; the process of revolution and state-building in China during the Nationalist and Communist eras; and Korea’s encounter with colonialism, nationalism, war, revolution and industrialization.

HILD 7A. Race and Ethnicity in the United States (4)
A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be the African American, slavery, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

HILD 7B. Race and Ethnicity in the United States (4)
A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be the Asian-American and white ethnic groups, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

HILD 7C. Race and Ethnicity in the United States (4)
A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be the Mexican-American, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

JAPN 10A-B-C. First-Year Japanese
(No prior study of Japanese language is required for 10A.) Prerequisites for B and C: previous course or consent of instructor.

JAPN 20A-B-C. Second-Year Japanese
Prerequisites: previous course or consent of instructor.

JUDA1 I-II-III. Beginning and Intermediate Hebrew (4)
Acquisition of basic vocabulary, fundamentals of Hebrew grammar, conversation, reading, and introduction to literary and nonliterary texts.

LIAB IA-IB-IC. Arabic Conversation (2.5)
Small conversation sections taught entirely in Arabic. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIAB IAX-IBX-ICX. No prior study of Arabic is required to enroll in LIAB IA. with a grade of D or better, or equivalent.

LIAB IAX-IBX-ICX. Analysis of Arabic (2.5)
Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. This course is taught entirely in Arabic. Must be taken in conjunction with LIAB IA-IB-IC. No prior study of Arabic is required to enroll in LIAB IAX.

LIFR IA-IB-IC-ID. French Conversation (2.5)
Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIFR IAX-IBX-ICX-IDX. Prerequisites: online language placement exam.

LIFR IAX-IBX-ICX-IDX. Analysis of French (2.5)
Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in French. Must be taken in conjunction with LIFR IA-IB-IC-ID. Prerequisites: online language placement exam.

LIGM IA-IB-IC-ID. German Conversation (2.5)
Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIGMIA1-IBX-ICX-IDX. Prerequisites: online lang. placement exam.

LIGM IAX-IBX-ICX-IDX. Analysis of German (2.5)
Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in German. Must be taken with LIGM IA-IB-IC-ID. Prerequisites: online language placement exam.
LIGN 3. Language as a Social and Cultural Phenomenon (4)
The role of language in thought, myth, ritual, advertising, politics, and the law. Language variation, change, and loss; multilingualism, pidginization and creolization; language planning, standardization, and prescriptivism; writing systems.

LIGN 4. Language as a Cognitive System (4)
Fundamental issues in language and cognition. Differences between animal communication, sign systems, and human language; origins and evolution of language; neural basis of language; language acquisition in children and adults.

LIGN 5. The Linguistics of Invented Languages (4)
Introduction to the study of language through the investigation of invented languages, whether conscious (Elvish, Klingon, Esperanto) or unconscious (creoles, twin/ sibling languages). Students will participate in the invention of a language fragment. Topics discussed include language structure, history, culture, and writing systems.

LIGN 7. Sign Language and Its Culture (4)
Deaf history since the eighteenth century. The structure of American Sign Language and comparison with oral languages. ASL poetry and narrative and Deaf people’s system of cultural knowledge. Basic questions concerning the nature of language and its relation to culture.

LIGN 8. Languages and Cultures in America (4)
Language in American culture and society. Standard and nonstandard English in school, media, pop-culture, politics; bilingualism and education; cultural perception of language issues over time; languages and cultures in the “melting pot,” including Native American, Hispanic, African American, Deaf.

LIGN 17. Making and Breaking Codes (4)
A rigorous analysis of symbolic systems and their interpretations. Students will learn to encode and decode information using progressively more sophisticated methods; topics covered include ancient and modern phonetic writing systems, hieroglyphics, computer languages, and ciphers (secret codes).

LIHL 112. Filipino for Filipino Speakers (4)
For students who already comprehend informal spoken Filipino but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Filipino. Some speaking ability in Filipino recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 113. Armenian for Armenian Speakers (4)
For students who already comprehend informal spoken Armenian but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Armenian. Some speaking ability in Armenian recommended. Prerequisites: upper-division standing or consent of instructor. (Not offered in 2013–14.)

LIHL 114. Vietnamese for Vietnamese Speakers (4)
For students who already comprehend informal spoken Vietnamese but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Vietnamese. Some speaking ability in Vietnamese recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 115. Korean for Korean Speakers (4)
For students who already comprehend informal spoken Korean but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Korean. Some speaking ability in Korean recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 116. Arabic for Arabic Speakers (4)
For students who already comprehend informal spoken Arabic but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Arabic. Some speaking ability in Arabic recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 117. Persian for Persian Speakers (4)
For students who already comprehend informal spoken Persian but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Persian. Some speaking ability in Persian recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 118. Cantonese for Cantonese Speakers (4)
For students who already comprehend informal spoken Cantonese but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Cantonese. Some speaking ability in Cantonese recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 119. Hindi for Hindi Speakers (4)
For students who already comprehend informal spoken Hindi but wish to improve their communicative and sociocultural competence and their analytic understanding. Language functions for oral communication, reading, writing, and culture; dialect and language style differences; structure and history of Hindi. Some speaking ability in Hindi recommended. Prerequisites: upper-division standing or consent of instructor.

LIHL 134. Advanced Vietnamese for Vietnamese Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Vietnamese. Prerequisites: upper-division standing or consent of instructor.

LIHL 135. Advanced Korean for Korean Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Korean. Prerequisites: upper-division standing or consent of instructor.

LIHL 136. Advanced Arabic for Arabic Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Arabic. Prerequisites: upper-division standing or consent of instructor.

LIHL 137. Advanced Persian for Persian Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Persian. Prerequisites: upper-division standing or consent of instructor.

LIHL 138. Advanced Cantonese for Cantonese Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts.

LIHL 136. Advanced Arabic for Arabic Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Arabic. Prerequisites: upper-division standing or consent of instructor.
High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Cantonese. Prerequisites: upper-division standing or consent of instructor.

LIHL 139. Advanced Hindi for Hindi Speakers (4)
Instruction stresses language functions required for advanced oral communication, reading, writing, and cultural understanding in professional contexts. High-level vocabulary and texts; dialect differences and formal language styles (registers). Advanced structural analysis and history of Hindi. Prerequisites: upper-division standing or consent of instructor.

LIIT 1A-1B-1C-1D. Italian Conversation (2.5)
Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LIIT 1A-1B-1C. Prerequisites: online language placement exam.

LIIT 1AX-1BX-1CX-1DX. Analysis of Italian (2.5)
Presentation and practice of the basic grammatical structures needed for oral and written communication and for reading. The course is taught entirely in Italian. Must be taken with LIIT 1A-1B-1C-1D. Prerequisites: online language placement exam.

LIPO 1A-1B-1C. Portuguese Conversation (2.5)
Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Emphasis on the language and culture of Brazil. Must be taken in conjunction with LIPO 1AX-1BX-1CX. Prerequisites: no prior study of Portuguese.

LIPO 1AX-1BX-1CX. Analysis of Portuguese (2.5)
Presentation and practice of the basic grammatical structures needed for oral and written communication and reading. The course is taught entirely in Portuguese. Must be taken in conjunction with LIPO 1A-1B-1C. Prerequisites: no prior study of Portuguese.

LISL 1A-1B-1C-1D. American Sign Language Conversation (2.5)
Small tutorial meetings with a signer of American Sign Language (ASL). Conversational practice organized around common everyday communicative situations. Must be taken with LISL 1AX-1BX-1CX-1DX. Prerequisites: no prior study of ASL.

LISL 1AX-1BX-1CX-1DX. Analysis of American Sign Language (2.5)
Study of American Sign Language (ASL) and analysis of its syntactic, morphological, and phonological features. Readings and discussions of cultural information. The course is taught entirely in ASL. Must be taken with LISL 1A-1B-1C-1D. Prerequisites: no prior study of ASL.

LISP 1A-1B-1C-1D. Spanish Conversation (2.5)
Small conversation sections taught entirely in the target language. Emphasis on listening comprehension, speaking, vocabulary building, reading, and culture. Must be taken in conjunction with LISP 1AX-1BX-1CX-1DX. Prerequisites: online language placement exam.

LISP 1AX-1BX-1CX-1DX. Analysis of Spanish (2.5)
Study of American Sign Language (ASL) and analysis of its syntactic, morphological, and phonological features. Readings and discussions of cultural information. The course is taught entirely in ASL. Must be taken with LISL 1A-1B-1C-1D. Prerequisites: online language placement exam.

LTEN 21. Introduction to the Literature of the British Isles: Pre-1660 (4)
An introduction to the literatures written in English before 1660, with a focus on the interaction of text and history.

LTEN 22. Introduction to the Literature of the British Isles: 1660–1832 (4)
An introduction to the literatures written in English in Britain and Ireland between 1660 and 1832, with a focus on the interaction of text and history.

LTEN 23. Introduction to the Literature of the British Isles: 1832–Present (4)
An introduction to the literatures written in English in Britain, Ireland, and the British Empire (and the former British Empire) from 1832 to the present, with a focus on the interaction of text and history.

LTEN 25. Introduction to the Literature of the United States, Beginnings to 1865 (4)
An introduction to the literatures written in English in the United States from the beginnings to 1865, with a focus on the interaction of text and history.

LTEN 26. Introduction to the Literature of the United States, 1865 to the Present (4)
An introduction to the literatures written in English in the United States from 1865 to the present, with a focus on the interaction of text and history.

LTEN 27. Introduction to African American Literature (4)
A lecture discussion course that examines a major topic or theme in African American literature as it is developed over time and across the literary genres of fiction, poetry, and belles lettres. A particular emphasis of the course is how African American writers have adhered to or departed from conventional definitions of genre.

LTEN 28. Introduction to Asian American Literature (4)
This course provides an introduction to the study of the history, communities, and cultures of different Asian American people in the United States. Students will examine different articulations, genres, conflicts, narrative forms, and characterizations of the varied Asian experience.

LTEN 29. Introduction to Chicano Literature (4)
This course provides an introduction to the literary production of the population of Mexican origin in the United States. Students will examine a variety of texts dealing with the historical (social, economic, and political) experiences of this heterogeneous population.

One year sequence designed to prepare students for upper-division French courses. The courses are taught entirely in French and emphasizes the development of reading ability, listening comprehension, and conversational and writing skills. Basic techniques of literary analysis. Prerequisites: LTFR 1A or its equivalent, score of 3 on French language AP exam or consent of instructor.

LTFR 50. Intermediate French III: Textual Analysis (4)
Third course in a three-quarter sequence designed to prepare students for upper-division French courses. The course is taught entirely in French and emphasizes the development of reading ability, listening comprehension, and conversational and writing skills. It also introduces the student to basic techniques of literary analysis. Prerequisites: LTFR 2B or its equivalent, score of 5 on French language AP exam, or consent of instructor.

LTGK 1-2-3. Beginning and Intermediate Greek (4)
Study of ancient Greek, including grammar and reading.

LTGM 2A-2B-2C. Intermediate German (5)
One year sequence that follows the basic language sequence of the Department of Linguistics and emphasizes the development of reading ability, listening comprehension, conversational and writing skills, and critical thinking skills in German. The courses include grammar review, class discussion of reading and audio-visual materials, and ultimately prepares students for upper-division course work in German. Prerequisites: LTGM 1C/1CX or its equivalent or score of 3 on AP German language AP exam or consent of instructor.

LTIT 2A. Intermediate Italian I (5)
A second-year course in Italian language and literature. Conversation, composition, grammar review, and an introduction to literary and nonliterary texts. Prerequisites: LTIT 1C or LTIT 1C1/CX or its equivalent or a score of 3 on AP Italian Language and Culture Exam or placement result of 3 or 4 on the Language Placement Exam—Italian or consent of instructor.

LTIT 2B. Intermediate Italian II (5)
Continuation of second-year Italian language and literature. Reading, writing, conversation, grammar review, and an introduction to literary genres and contemporary Italian culture and society. Prerequisites: LTIT 2A or its equivalent, or consent
of instructor, or a score of 4 on the AP Italian Language and Culture exam.

LTIT 50. Advanced Italian (4)
This course constitutes the sixth and final quarter of the Italian language sequence. It offers an intensive study of Italian grammar, drills in conversation and composition, and readings in modern Italian literature. Prerequisites: LTIT 2A and 2B, or consent of instructor.

LTKO 1A-1B-1C. Beginning Korean: First Year (5)
Students develop beginning-level skills in the Korean language, beginning with an introduction to the writing and sound system. The remainder of the course will focus on basic sentence structures and expressions. Prerequisites: placement test required.

LTKO 2A-2B-2C. Intermediate Korean: Second Year I-II-III (5-5-5)
This course will help students develop intermediate-level skills in the Korean language. Upon completion of this course, students are expected to have good command of Korean in various daily conversational situations. Prerequisites: LTKO 1C or placement test for 2A; 2A is prerequisite for 2B; 2B for 2C.

Year-long sequence for the study of Latin, including grammar and reading.

LTRU 1A-1B-C. First-Year Russian (5-5-5)
First-year Russian, with attention to reading, writing, and speaking.

LTRU 2A-2B-C. Second-Year Russian (5-5-5)
Second-year Russian grammar, with attention to reading, writing, and speaking. Prerequisites: LTRU 1A-B-C or equivalent.

LTSP 2A-2B-2C. Intermediate Spanish (5)
Courses are taught in Spanish, emphasizing the development of reading ability, listening comprehension, and writing skills. Review of major points of grammar with emphasis on critical reading and interpretation of Spanish texts through class discussions, vocabulary development, and written compositions. Ultimately includes discussion of cultural topics as well as further developing the ability to read articles, essays, and longer pieces of fiction/nonfictional texts. Prerequisites: completion of LISP 1C/1CX or LISP 1D/DX, or the equivalent or appropriate score on AP Spanish Language or Literature Exam, or placement result of the Language Placement Exam—Spanish, or consent of instructor.

LTSP 2D. Intermediate/Advanced Spanish: Spanish for Bilingual Speakers (4)
Spanish for native speakers. Designed for bilingual students seeking to become biliterate. Reading and writing skills stressed with special emphasis on improvement of written expression and problems of grammar and orthography. Prepares native speakers with little or no formal training in Spanish for more advanced courses. Prerequisites: native speaking ability and/or recommendation of instructor.

LTSP 2E. Advanced Readings and Composition for Bilingual Speakers (4)
Second course in a sequence designed for bilingual students seeking to become biliterate. Special emphasis given to improvement of written expression, grammar, and orthography. Prepares bilingual students with little or no formal training in Spanish for more advanced course work. Prerequisites: LTSP 2D and/or recommendation of instructor.

LTWL 4A-C-D-F-M. Film and Fiction in Twentieth-Century Societies (4)
A study of modern culture and of the way it is expressed and understood in novels, stories, and films. The sequence aims at an understanding of relationship between the narrative arts and society in the twentieth century, with the individual quarters treating fiction and film of the following language groups. 4A French, 4C Asian, 4D Italian, 4M multiple national literatures and film, 4F Spanish.

LTWL 19A-B-C. Introduction to the Ancient Greeks and Romans (4-4-4)
An introductory study of ancient Greece and Rome, their literature, myth, philosophy, history, and art.

LTWR 8A. Writing Fiction (4)
Study of fiction in both theory and practice. Narrative technique studied in terms of subjectivity and atmosphere, description, dialogue, and the editing process will be introduced through readings from the history of the novel and short story. Writing exercises accompany reading assignments. Prerequisites: completion of college writing requirement.

LTWR 8B. Writing Poetry (4)
Study and practice of poetry as artistic and communal expression. Techniques of composition (traditional forms, avant garde techniques, dramatic monologue, performance poetry, and new genre) studied through written and spoken examples of poetry. Writing exercises accompany reading assignments. Prerequisites: completion of college writing requirement.

LTWR 8C. Writing Nonfiction (4)
Study of nonfictional prose in terms of genre and craft. Techniques of composition (journalism, essay, letters, reviews) will be studied through written examples of the genre. Practical imitations and exercises accompany the reading assignments. Prerequisite to upper-division nonfiction prose workshops. Prerequisites: completion of college writing requirement.

MATH 10A. Calculus I (4)
Differential calculus of functions of one variable, with applications. Functions, graphs, continuity, limits, derivatives, tangent lines, optimization problems. (No credit given if taken after or concurrent with Math 20A.) Prerequisites: Math Placement Exam qualifying score, or AP Calculus AB score of 2, or SAT II Math Level 2 score of 600 or higher, or Math 3C, or Math 4C.

MATH 10B. Calculus II (4)
Integral calculus of functions of one variable, with applications. Antiderivatives, definite integrals, the Fundamental Theorem of Calculus, methods of integration, areas and volumes, separable differential equations. (No credit given if taken after or concurrent with Math 20B.) Prerequisites: AP Calculus AB score of 3, 4, or 5 (or equivalent AB subscore on BC exam), or Math 10A, or Math 20A.

MATH 10C. Calculus III (4)
Introduction to functions of more than one variable. Vector geometry, partial derivatives, velocity and acceleration vectors, optimization problems. (No credit given if taken after or concurrent with 20C.) Prerequisites: AP Calculus BC score of 3, 4, or 5, or Math 10B, or Math 20B.

MATH 11. Calculus-Based Introductory Probability and Statistics (5)
Events and probabilities, conditional probability, Bayes’ formula. Discrete random variables: mean, variance; binomial, Poisson distributions. Continuous random variables: densities, mean, variance; normal, uniform, exponential distributions, central limit theorem. Sample statistics, confidence intervals, hypothesis testing, regression. Applications. Intended for biology and social science majors. Prerequisites: AP Calculus BC score of 3, 4, or 5, or Math 10B or Math 20B.

MATH 20A. Calculus for Science and Engineering (4)
Foundations of differential and integral calculus of one variable. Functions, graphs, continuity, limits, derivative, tangent line. Applications with algebraic, exponential, logarithmic, and trigonometric functions. Introduction to the integral. (Two credits given if taken after Math IA/10A and no credit given if taken after Math IB/10B or Math 1C/10C. Formerly numbered Math 2A.) Prerequisites: Math Placement Exam qualifying score, or AP Calculus AB score of 2 or 3 (or equivalent AB subscore on BC exam), or SAT II Math 2C score of 650 or higher, or Math 4C with a grade of C– or better, or Math 10A with a grade of C– or better.

MATH 20B. Calculus for Science and Engineering (4)
Integral calculus of one variable and its applications, with exponential, logarithmic, hyperbolic, and trigonometric functions. Methods of integration. Infinite series. Polar coordinates in the plane and complex exponentials. (Two units of credits given if taken after Math IB/10B or Math 1C/10C.) Formerly numbered Math IA/10A and no credit given if taken after Math IB/10B or Math 1C/10C. Formerly numbered Math 2A.) Prerequisites: AP Calculus AB score of 4 or 5, or AP Calculus BC score of 3, or Math 20A with a grade of C– or better, or Math 10B with a grade of C– or better, or Math 10C with a grade of C– or better.

MATH 20C. Calculus and Analytic Geometry for Science and Engineering (4)
Vector geometry, vector functions and their derivatives. Partial differentiation, Maxima and minima. Double integration. (Two units of credit given if taken after Math 10C. Credit not offered for both Math 20C and 31BH. Formerly numbered Math 21C.) Prerequisites: AP Calculus BC score of 4 or 5, or Math 20B with a grade of C– or better.
MUS 1A. Fundamentals of Music A (4)
This course, first in a three-quarter sequence, is primarily intended for students without previous musical experience. It introduces music notation and basic music theory topics such as intervals, scales, keys, and chords, as well as basic rhythm skills.

MUS 1B. Fundamentals of Music B (4)
This course, second in a three-quarter sequence, focuses on understanding music theory and in developing musical ability through rhythm, ear training, and sight singing exercises. Topics include major and minor scales, seventh-chords, transportation, compound meter and rudiments of musical form. Prerequisites: Music 1A.

MUS 1C. Fundamentals of Music C (4)
This course, third in a three-quarter sequence, offers solid foundation in musical literacy through exercises such as harmonic and melodic dictation, sight singing exercises and rhythm in various meters. Topics include complex rhythm, harmony, and basic keyboard skills. Prerequisites: Music 1B.

MUS 4. Introduction to Western Music (4)
A brief survey of the history of Western music from the Middle Ages to the present. Much attention will be paid to the direct experience of listening to music and attendance of concerts. Class consists of lectures, listening labs, and live performances.

MUS 5. Sound in Time (4)
An examination and exploration of the art and science of music making. Topics include acoustics, improvisation, composition, and electronic and popular forms. There will be required listening, reading, and creative assignments. No previous musical background required.

Music 6. Electronic Music (4)
Lectures and listening sessions devoted to the most significant works of music realized through the use of computers and other electronic devices from the middle of this century through the present. Prerequisite: none. (Offered in alternate years.)

Exploration of the interactions among music, science, and technology, including the history and current development of science and technology from the perspective of music.

MUS 8. American Music (4)
A course designed to study the development of music in America. The focus will be on both the vernacular traditions including hymn singing, country music, jazz, big band, rock, etc., as well as the cultivated traditions of various composers from William Billings to John Cage. (Offered in selected years.)

MUS 9. Symphony (4)
The symphonic masterworks course will consist of lectures and listening sessions devoted to a detailed discussion of a small number of recognized masterworks (e.g., Mozart, Beethoven, Berlioz, Stravinsky, Ligeti, etc.). (Offered in selected years.)

MUS 10. Chamber Music (4)
Chamber Music will consist of lectures and listening sessions devoted to a detailed discussion of recognized chamber masterworks (e.g., Haydn, Mozart, Beethoven, Bartok, etc.). (Offered in selected years.)

MUS 11. Folk Music (4)
A course on folk musics of the world, covered through lectures, films, and listening sessions devoted to detailed discussion of music indigenous to varying countries/areas of the world. Topics vary from year to year. May be repeated once for credit.

MUS 12. Opera (4)
A study of opera masterworks that often coincide with operas presented in the San Diego Opera season. Class consists of lectures, listening labs, live performances, and opera on video.

MUS 13AF. World Music/Africa (4)
A course that focuses on the music of Africa and on African ways of music making in the diaspora to the Caribbean and South America. No prior technical knowledge of music is necessary.

MUS 13AM. World Music/Multicultural America (4)
A study of music cultures in the United States, particularly Native American, Hispanic American, European American, Asian American, and Pacific Islanders from the perspective of ethnicity, origin, interaction, and the contribution of various ethnic groups to American musical life. No prior technical knowledge of music is necessary.

MUS 13AS. World Music/Asia and Oceania (4)
Introduction to selected performance traditions of Asia and Oceania with links to local and visiting musicians from these cultures. No prior technical knowledge of music is necessary.

MUS 14. Contemporary Music (4)
This course offers opportunities to prepare oneself for experiences with new music (through preview lectures), hear performances by visiting or faculty artists, to discuss each event informally with a faculty panel: an effort to foster informed listening to the new in music.

MUS 15. Popular Music (4)
A course on popular music from different time periods, covered through lectures, films, and listening sessions. Topics vary from year to year. May be repeated once for credit.

MUS 16. The Beatles (4)
This course will explore The Beatles from musical, cultural, historical, technological, and critical angles. It will place them in context, examining their assorted confluences and wide influences. The group will be critically examined as artists, innovators, and public personalities. Listening, watching, and discussion will provide a broader, deeper, and more personal understanding of the group’s enduring appeal.

MUS 17. Hip-Hop (4)
This class presents a broad chronological overview of the development of hip-hop as a musical form from the late 1970s through today. It examines the development of the style in relation to direct context and to earlier African-American musical and cultural forms, and considers the technological and legal issues that have impacted its development. The class is listening-intensive and students will be expected to know and recognize essential structures and production techniques.

MUS 18. Klezmer Music (4)
Survey of Eastern European Jewish folk music, Yiddish theatre and popular song, and their transition to America. Credit not allowed for Music 18 and JUDA 18.

MUS 126. Blues: An Oral Tradition (4)
This course will examine the development of the Blues from its roots in work-songs and the minstrel show to its flowering in the Mississippi Delta to the development of Urban Blues and the close relationship of the Blues with Jazz, Rhythm and Blues, and Rock and Roll.

MUS 127A. Jazz Roots and Early Development (1900–1943) (4)
This course will trace the early development of Jazz and the diverse traditions that helped create this uniquely American art form. We will witness the emergence of Louis Armstrong in New Orleans and examine the composer’s role in Jazz with Jelly Roll Morton and Duke Ellington.

MUS 127B. Jazz Since 1946: Freedom and Form (4)
This course will examine the evolution of Jazz from 1943 to the present. The course will survey the contrasting and competing styles in Jazz from BEBOP to COOL to the avant-garde and fusion.

PHIL 1. Introduction to Philosophy (4)
A general introduction to some of the fundamental questions, texts, and methods of philosophy. Multiple topics will be covered, and may include the existence of God, the nature of mind and body, free will, ethics and political philosophy, knowledge and skepticism.

PHIL 10. Introduction to Logic (4)
Basic concepts and techniques in both informal and formal logic and reasoning, including a discussion of argument, inference, proof, and common fallacies, and an introduction to the syntax, semantics, and proof method in sentential (propositional) logic.
PHIL 12. Scientific Reasoning (4)
Strategies of scientific inquiry: how elementary logic, statistical inference, and experimental design are integrated to evaluate hypotheses in the natural and social sciences.

PHIL 13. Introduction to Philosophy: Ethics (4)
An inquiry into the nature of morality and its role in personal or social life by way of classical and/or contemporary works in ethics. May be used to fulfill general-education requirements for Muir and Marshall Colleges.

A survey of central issues and figures in the Western metaphysical tradition. Topics include the mind-body problem, freedom and determinism, personal identity, appearance and reality, and the existence of God.

PHIL 15. Introduction to Philosophy: Knowledge and Its Limits (4)
A study of the grounds and scope of human knowledge, both commonsense and scientific, as portrayed in the competing traditions of Continental rationalism, British empiricism, and contemporary cognitive science.

PHIL 26. Science, Society, & Values (4)
An exploration of the interaction between scientific theory and practice on the one hand, and society and values on the other. Topics can include the relationship between science and religion, global climate change, DNA, medicine, and ethics.

PHIL 27. Ethics and Society (4)
An examination of ethical principles (e.g., utilitarianism, individual rights, etc.) and their social and political applications to contemporary issues: abortion, environmental protection, and affirmative action. Ethical principles will also be applied to moral dilemmas in government, law, business, and the professions. Warren College students must take course for a letter grade in order to satisfy the Warren College general-education requirement. Prerequisites: CAT 2 and 3 or DOC 2 and 3 or MCWP 40 and 50 or Hum 1 and 2 or MMW 2 and 3 or WCCWP 10A and B.

PHIL 28. Ethics and Society II (4)
An examination of a single set of major contemporary social, political, or economic issues (e.g., environmental ethics, international ethics) in light of ethical and moral principles and values. Warren College students must take course for a letter grade in order to satisfy the Warren College general-education requirement. Prerequisites: Philosophy 27 or Poli Sci 27.

PHIL 31. Introduction to Ancient Philosophy (4)
A survey of classical Greek philosophy with an emphasis on Socrates, Plato, and Aristotle, though some consideration may be given to Pre-Socratic and/or Hellenistic philosophers.

PHIL 32. Philosophy and the Rise of Modern Science (4)
Beginning with the contrast between medieval and early modern thought, the course focuses on the relation of seventeenth-century philosophy and the emergence of modern natural science. Figures to be studied include Bacon, Galileo, Descartes, Hobbes, Leibniz, and Newton.

PHIL 33. Philosophy between Reason and Despair (4)
Introduction to nineteenth-century philosophy, focusing on skepticism about the authority of reason to answer questions about the ultimate meaning and value of human life. Figures discussed may include Kant, Schopenhauer, Kierkegaard, Nietzsche, and James.

PHYS 1A. Mechanics (3)
First quarter of a three-quarter introductory physics course, geared towards life-science majors. Equilibrium and motion of particles in one and two dimensions in the framework of Newtonian mechanics, force laws (including gravity), energy, momentum, rotational motion, conservation laws, and fluids. Examples will be drawn from astronomy, biology, sports, and current events. Prerequisites: Mathematics 10A or 20A. Corequisites: Physics 1AL and Mathematics 10B or 20B (prior completion of mathematics corequisite is permitted). (F,W,S)

PHYS 1AL. Mechanics Laboratory (2)
Physics laboratory course to accompany Physics 1A. Experiments in Mechanics. Prerequisites: Mathematics 10A or 20A. Corequisites: Physics 1A and Mathematics 10B or 20B (prior completion of mathematics corequisite is permitted). (F,W,S)

PHYS 1B. Electricity and Magnetism (3)
Second quarter of a three-quarter introductory physics course geared toward life-science majors. Electric fields, magnetic fields, DC and AC circuitry. Prerequisites: Physics 1A or 2A, 1AL, and Mathematics 10B or 20B. Corequisites: Physics 1BL and Mathematics 10C or 20C or 11 (prior completion of mathematics corequisite is permitted). (F,W,S)

PHYS 1BL. Electricity and Magnetism Laboratory (2)
Physics laboratory course to accompany Physics 1B. Experiments in electricity and magnetism. Program or material fee may apply. Prerequisites: Physics 1A or 2A, 1AL, and Mathematics 10B or 20B. Corequisites: Physics 1B and Mathematics 10C or 20C or 11 (prior completion of mathematics corequisite is permitted). (F,W,S)

PHYS 1C. Waves, Optics, and Modern Physics (3)
Third quarter of a three-quarter introductory physics course geared toward life-science majors. The physics of oscillations and waves, vibrating strings and sound, the behavior of systems under combined thermal and electric forces, and the interaction of light with matter as illustrated through optics and quantum mechanics. Examples from biology, sports, medicine, and current events. Prerequisites: Physics 1B, 1BL, and Mathematics 10C or 20C or 11. Corequisites: Physics 1CL. (F,W,S)

PHYS ICL. Waves, Optics, and Modern Physics Laboratory (2)
Physics laboratory course to accompany Physics 1C. Experiments in waves, optics, and modern physics. Program or material fee may apply. Prerequisites: Physics 1B, 1BL, and Mathematics 10C or 20C or 11. Corequisites: Physics 1C. (F,W,S)

PHYS 2A. Physics—Mechanics (4)
A calculus-based science-engineering general physics course covering vectors, motion in one and two dimensions, Newton’s first and second laws, work and energy, conservation of energy, linear momentum, collisions, rotational kinematics, rotational dynamics, equilibrium of rigid bodies, oscillations, gravitation. Students may not earn credit for Physics 2A and 4A. Prerequisites: Mathematics 20A. Corequisites: Mathematics 20B (prior completion of mathematics corequisite is permitted). (F,W,S)

PHYS 2B. Physics—Electricity and Magnetism (4)
Continuation of Physics 2A covering charge and matter, the electric field, Gauss’s law, electric potential, capacitors and dielectrics, current and resistance, electromotive force and circuits, the magnetic field, Ampere’s law, Faraday’s law, inductance, electromagnetic oscillations, alternating currents and Maxwell’s equations. Students may not earn credit for both Physics 2B and Physics 4C. Prerequisites: Physics 2A or 4A and Mathematics 20B (prior completion of mathematics corequisite is permitted). Corequisites: Mathematics 20C. (F,W,S)

PHYS 2C. Physics—Fluids, Waves, Thermodynamics, and Optics (4)
Continuation of Physics 2B covering fluid mechanics, waves in elastic media, sound waves, temperature, heat and the first law of thermodynamics, kinetic theory of gases, entropy and the second law of thermodynamics, Maxwell’s equations, electromagnetic waves, geometric optics, interference and diffraction. Students may not earn credit for both Physics 2C and Physics 4B. Prerequisites: Physics 2A, 2B, and Mathematics 20C. Corequisites: Mathematics 20D (prior completion of mathematics corequisite is permitted). (F,W,S)

PHYS 4A. Physics for Physics Majors—Mechanics (4)
The first quarter of a five-quarter calculus-based physics sequence for physics majors and students with a serious interest in physics. The topics covered are vectors, particle kinematics and dynamics, work and energy, conservation of energy, conservation of momentum, collisions, rotational kinematics and dynamics, equilibrium of rigid bodies. Students may not earn credit for both Physics 4A and Physics 2A. Prerequisites: Mathematics 20A. Corequisites: Mathematics 20B (prior completion of mathematics corequisite is permitted). (W)

PHYS 4B. Physics for Physics Majors—Mechanics, Fluids, Waves, and Heat (4)
Continuation of Physics 4A covering oscillations, gravity, fluid statics and dynamics, waves in elastic media, sound waves, heat and the first law of thermodynamics, kinetic theory of gases, second law of thermodynamics, gaseous mixtures and chemical reactions. Students may not earn credit...
for both Physics 4B and Physics 2C. Prerequisites: Physics 2A or 4A and Mathematics 20B. Corequisites: Math 20C (prior completion of mathematics corequisite is permitted). (S)

**PHYS 4C. Physics for Physics Majors—Electricity and Magnetism (4)**
Continuation of Physics 4B covering charge and Coulomb's law, electric field, Gauss's law, electric potential, capacitors and dielectrics, current and resistance, magnetic field, Ampere's law, Faraday's law, inductance, magnetic properties of matter, LRC circuits, Maxwell's equations. Students may not earn credit for both Physics 4C and Physics 4B. Prerequisites: Physics 4A, 4B, and Mathematics 20C. Corequisites: Mathematics 20E (prior completion of mathematics corequisite is permitted). (F)

**PHYS 5. Stars and Black Holes (4)**
An introduction to the evolution of stars, including their birth and death. Topics include constellations, the atom and light, telescopes, stellar birth, stellar evolution, white dwarfs, neutron stars, black holes, and general relativity. This course uses basic algebra, proportion, radians, logs, and powers. Physics 5, 7, 9, and 13 form a four-quarter sequence and can be taken individually in any order. (F, S)

**PHYS 7. Galaxies and Cosmology (4)**
An introduction to galaxies and cosmology. Topics include the Milky Way, galaxy types and distances, dark matter, large scale structure, the expansion of the Universe, dark energy, and the early Universe. This course uses basic algebra, proportion, radians, logs and powers. Physics 5, 7, 9, and 13 form a four-quarter sequence and can be taken individually in any order. (W)

**PHYS 8. Physics of Everyday Life (4)**
Examines phenomena and technology encountered in daily life from a physics perspective. Topics include waves, musical instruments, telecommunication, sports, appliances, transportation, computers, and energy sources. Physics concepts will be introduced and discussed as needed employing some algebra. No prior physics knowledge is required. (S)

**PHYS 9. The Solar System (4)**
An exploration of our Solar System. Topics include the Sun, terrestrial and giant planets, satellites, asteroids, comets, dwarf planets and the Kuiper Belt, exoplanets, and the formation of planetary systems. This course uses basic algebra, proportion, radians, logs and powers. Physics 5, 7, 9, and 13 form a four-quarter sequence and can be taken individually in any order. (S)

**PHYS 10. Concepts in Physics (4)**
This is a one-quarter general physics course for nonscience majors. Topics covered are motion, energy, heat, waves, electric current, radiation, light, atoms and molecules, nuclear fission and fusion. This course emphasizes concepts with minimal mathematical formulation. Recommended preparation: college algebra. (W)

**PHYS 11. Survey of Physics (4)**
Survey of physics for nonscience majors with strong mathematical background, including calculus. Physics 11 describes the laws of motion, gravity, energy, momentum, and relativity. A laboratory component consists of two experiments with gravity and conservation principles. Prerequisites: Mathematics 10A or 20A. Corequisites: Mathematics 10B or 20B. (F)

**PHYS 12. Energy and the Environment (4)**
A course covering energy fundamentals, energy use in an industrial society and the impact of large-scale energy consumption. It addresses topics on fossil fuel, heat engines, solar energy, nuclear energy, energy conservation, transportation, air pollution and global effects. Concepts and quantitative analysis. (S)

**PHYS 13. Life in the Universe (4)**
An exploration of life in the Universe. Topics include defining life; the origin, development, and fundamental characteristics of life on Earth; searches for life elsewhere in the Solar System and other planetary systems; space exploration; and identifying extraterrestrial intelligence. This course uses basic algebra, proportion, radians, logs, and powers. Physics 5, 7, 9, and 13 form a four-quarter sequence and can be taken individually in any order. (W)

**POLI 10 or 10D. Introduction to Political Science: American Politics (4)**
This course surveys the processes and institutions of American politics. Among the topics discussed are individual political attitudes and values, political participation, voting, parties, interest groups, Congress, presidency, Supreme Court, the federal bureaucracy, and domestic and foreign policy making. Poli Sci 10 is Lecture only, and Poli Sci 10D is Lecture plus Discussion section. These courses are equivalents of each other in regards to major requirements, and students may not receive credit for both 10 and 10D.

**POLI 11 or 11D. Introduction to Political Science: Comparative Politics (4)**
The nature of political authority, the experience of a social revolution, and the achievement of power and justice in modern society. Materials include classic and contemporary texts, films, and literature. Poli Sci 13 is Lecture only, and Poli Sci 13D is Lecture plus Discussion section. These courses are equivalents of each other in regards to major requirements, and students may not receive credit for both 13 and 13D.

**PSYC 1. Psychology (4)**
This course provides an overview of the basic concepts in psychology. Topics may include human information processing, learning and memory, motivation, development, language acquisition, social psychology, and personality.

**PSYC 2. General Psychology: Biological Foundations (4)**
This course provides an introductory survey of the relationship between human behavior and brain function. Specific areas of emphasis include vision and other sensory processes, memory, motivation, attention, and cognition.

**PSYC 3. General Psychology: Cognitive Foundations (4)**
This course is an introduction to the basic concepts of cognitive psychology. Topics include perception, attention, memory, language, and thought. The relationship of cognitive psychology to cognitive science and to neuropsychology is also covered.

**PSYC 4. General Psychology: Behavioral Foundations (4)**
This course provides an introduction to behavioral psychology. Topics include classical conditioning, operant conditioning, animal learning, and motivation and behavior modification.

**PSYC 6. General Psychology: Social Foundations (4)**
This course provides an introduction to social psychology. Topics may include emotion, aesthetics, behavioral medicine, person perception, attitudes and attitude change, and behavior in social organizations.

**PSYC 7. General Psychology: Developmental Foundations (4)**
This course provides an introduction to theories and research results in developmental psychology, covering infancy through adulthood.

**SIO 1. The Planets (4)**
Space exploration has revealed an astonishing diversity among the planets and moons in our solar system. The planets and their histories will be compared to gain insight and a new perspective on planet Earth. (W)

**SIO 10. The Earth (4)**
An introduction to structure of the Earth and the processes that form and modify it. Emphasizes material that is useful for understanding geological events as reported in the news and for making intelligent decisions regarding the future of our environment. (W)
SIO 20. The Atmosphere (4)
Descriptive introduction to meteorology and climate studies. Topics include global and wind and precipitation patterns, weather forecasting, present climate and past climate changes (including droughts, El Niño events), greenhouse gas effects, ozone destruction, the “little ice age,” acid rain. (W)

SIO 25. Climate Change and Society (4)
Climate change is one of the most complex and critical issues affecting societies today. This course will present the scientific evidence for climate change and its impacts and consider governmental policy responses and possible adaptation strategies. (W)

SIO 30. The Oceans (4)
Presents modern ideas and descriptions of the physical, chemical, biological, and geological aspects of oceanography, and considers the interactions between these aspects. Intended for students interested in the oceans, but who do not necessarily intend to become professional scientists. (F)

SOCI 1. Introduction to Sociology (4)
An introduction to the organizing themes and ideas, empirical concerns, and analytical approaches of the discipline of sociology. The course focuses on both classical and contemporary views of modern society, on the nature of community, and on inequality, with special attention to class, race, and gender. Materials include both theoretical statements and case studies. Will not receive credit for SOCI 1 and SOCI 1A.

SOCI 2. The Study of Society (4)
A continuation of Sociology/L 1A. The focus here is on socialization processes, culture, social reproduction and social control, and collective action. As in 1A, materials include both theoretical statements and case studies. While 1B may be taken as an independent course, it is recommended that students take 1A and 1B in sequence, as the latter builds on the former. Will not receive credit for SOCI 2 and SOCI 1B.

SOCI 10. American Society: Social Structure and Culture in the U.S. (4)
An introduction to American society in historical, comparative, and contemporary perspectives. Topics will include American cultural traditions; industrialization; class structure; the welfare state; ethnic, racial, and gender relations; the changing position of religion; social movements; and political trends. Will not receive credit for SOCI 10 and SOCL 10.

SOCI 20. Social Change in the Modern World (4)
A survey of the major economic, political, and social forces that have shaped the contemporary world. The course will provide an introduction to theories of social change, as well as prepare the student for upper-division work in comparative-historical sociology. Will not receive credit for SOCI 20 and SOCL 20.

SOCI 30. Science, Technology, and Society (4)
A series of case studies of the relations between society and modern science, technology, and medicine. Global warming, reproductive medicine, AIDS, and other topical cases prompt students to view science-society interactions as problematic and complex. Will not receive credit for SOCI 30 and SOCL 30.

SOCI 40. Sociology of Health-Care Issues (4)
Designed as a broad introduction to medicine as a social institution and its relationship to other institutions as well as its relationship to society. It will make use of both micro and macro sociological work in this area and introduce students to sociological perspectives of contemporary health-care issues. Will not receive credit for SOCI 40 and SOCL 40.

SOCI 50. Introduction to Law and Society (4)
Interrelationships between law and society, in the U.S. and other parts of the world. We examine law’s norms, customs, culture, and institutions, and explain the proliferation of lawyers in the U.S. and the expansion of legal “rights” worldwide. Will not receive credit for SOCI 50 and SOCL 50.

TDAC 1. Introduction to Acting (4)
A beginning course in the fundamentals of acting: establishing a working vocabulary and acquiring the basic skills of the acting process. Through exercises, compositions, and improvisations, the student actor explores the imagination as the actor’s primary resource, and the basic approach to text through action.

TDDE 1. Introduction to Design for the Theatre (4)
A survey of contemporary and historical concepts and practices in the visual arts of the theatre; studies in text analysis, studio processes and technical production; elementary work in design criticism, scale model making, and costume design. A course serving as an introduction to theatre design and production.

TDGE 1. Introduction to Theatre (4)
An introduction to fundamental concepts in drama and performance. Students will attend performances and learn about how the theatre functions as an art and as an industry in today’s world.

TDGE 3. Cultivating the Creative Mind (4)
This course will use the theatrical context to integrate scientific research about creativity, group dynamics, and related topics. Through a mix of theoretical and experiential classes and assignments, we will explore the intersection of theatre and neuroscience, investigating and expanding the creative mind. Prerequisites: none

TDGE 5. A Glimpse into Acting (4)
An introductory course on acting fundamentals for students without an acting background. Through analysis of acting on film, students will explore the actor’s craft and practice these skills in studio exercises to better understand how an actor approaches a text.

TDGE 11. Great Performances on Film (4)
Course examines major accomplishments in screen acting from the work of actors in films or in film genres. May be taken three times for credit.

TDHT 10. Introduction to Play Analysis (4)
An introduction to the fundamental techniques of analyzing dramatic texts. Focus is on the student’s ability to describe textual elements and their relationships to each other as well as on strategies for writing critically about drama.

TDHT 21. Ancient and Medieval Theatre (4)
Ancient and medieval theatre. Explores the roots of contemporary theatre in world performance traditions of ancient history with a focus on humans’ gravitation toward ritual and play. Examples come from Egypt, Greece, Rome, Mesoamerica, Japan, China, India, Indonesia, Persia, and England.

TDHT 22. Theatre 1500–1900 (4)
Explores varieties of drama in professional theatre from 1500 to 1900 in Europe, Japan, and China, and their interconnections both formal and historical.

TDHT 23. Twentieth-Century Theatre (4)
Twentieth-century theatre: a survey of drama from 1900 to 1990, with attention also paid to the development of avant-garde performance forms. Plays discussed reflect developments in Europe and the United States, but also transnational, postcolonial perspectives.

TDHT 24. Film (4)
Screen acting from the work of actors in films or in film genres. May be taken three times for credit.

TDPW 1. Introduction to Playwriting (4)
Beginning workshop in the fundamentals of playwriting. Students discuss material from a workbook that elucidates the basic principles of playwriting, do exercises designed to help them put those principles into creative practice, and are guided through the various stages of the playwriting process that culminate with in-class readings of the short plays they have completed.

TWS 21-22-23-24-25-26. Third World Literatures (4-4-4-4-4-4)
An introduction to the cultures of various Third World countries through close reading of selected literary texts. TWS 21 focuses on African literature, TWS 22 deals with Latin American literature, TWS 23 examines Chinese literature, TWS 24 examines Caribbean literature, TWS 25 focuses on Middle Eastern literature, and TWS 26 treats literature of the Indian Subcontinent. Topics will vary each quarter. (F,W,S)

USP 1. History of US Urban Communities (4)
This course charts the development of urban communities across the United States both temporally and geographically. It examines the patterns of cleavage, conflict, convergence of interest, and consensus that have structured urban life. Social, cultural, and economic forces will be analyzed for the roles they have played in shaping the diverse communities of America’s cities.
USP 2. Urban World System (4)
Examines cities and the environment in a global context. Emphasizes how the world’s economy and the earth’s ecology are increasingly interdependent. Focuses on biophysical and ethnosocial concerns rooted in the contemporary division of labor among cities, Third World industrialization, and the post-industrial transformation of US cities.

USP 3. The City and Social Theory (4)
An introduction to the sociological study of cities, focusing on urban society in the United States. Students in the course will examine theoretical approaches to the study of urban life; social stratification in the city; urban social and cultural systems—ethnic communities, suburbia, family life in the city, religion, art, and leisure.

VIS 1. Introduction to Art Making: Two-Dimensional Practices (4)
An introduction to the concepts and techniques of art making with specific reference to the artists and issues of the twentieth century. Lectures and studio classes will examine the nature of images in relation to various themes. Drawing, painting, found objects, and texts will be employed. This course is offered only one time each year.

VIS 2. Introduction to Art Making: Motion and Time Based Art (4)
An introduction to the process of art making utilizing the transaction between people, objects, and situations. Includes both critical reflection on relevant aspects of avant-garde art of the last two decades (Duchamp, Cage, Rauschenberg, Gertrude Stein, conceptual art, happenings, etc.) and practical experience in a variety of artistic exercises. This course is offered only one time each year.

VIS 3. Introduction to Art Making: Three-Dimensional Practices (4)
An introduction to art making that uses as its base the idea of the “conceptual.” The lecture exists as a bank of knowledge about various art world and nonart world conceptual plays. The studio section attempts to incorporate these ideas into individual and group projects using any “material.” This course is offered only one time each year.

VIS 11. The Structure of Art (4)
This course will address the structure of signification in art. We will consider the modes of signification in a wide range of representational and nonrepresentational artworks from architecture through drawing, painting, sculpture, photography, video, and film to performance. Examples will be selected from various places and epochs. This course is required for transfer students. This course is offered during winter quarter only.

VIS 20. Introduction to Art History (4)
This course examines history of Western art and architecture through such defining issues as the respective roles of tradition and innovation in the production and appreciation of art; the relation of art to its broader intellectual and historical contexts; and the changing concepts of the monument, the artist, meaning, style, and “art” itself. Representative examples will be selected from different periods, ranging from Antiquity to Modern. Content will vary with the instructor.

VIS 21A. Introduction to the Art of the Americas or Africa and Oceania (4)
Course offers a comparative and thematic approach to the artistic achievements of societies with widely divergent structures and political organizations from the ancient Americas to Africa and the Pacific Islands. Topics vary with the interests and expertise of instructor. Student may not receive credit for VIS 21 and VIS 21A.

VIS 21B. Introduction to Asian Art (4)
Survey of the major artistic trends of India, China, and Japan, taking a topical approach to the artistic achievements of the artists and issues of the twentieth century. Lectures and studio classes will examine the nature of images in relation to various themes. Drawing, painting, found objects, and texts will be employed. This course is offered only one time each year.

VIS 21C. Introduction to the Art of the Americas or Africa and Oceania (4)
Course offers a comparative and thematic approach to the artistic achievements of societies with widely divergent structures and political organizations from the ancient Americas to Africa and the Pacific Islands. Topics vary with the interests and expertise of instructor. Student may not receive credit for VIS 21 and VIS 21A.

VIS 22. Formations of Modern Art (4)
Wide-ranging survey introducing the key aspects of modern art and criticism in the nineteenth and twentieth centuries, including neoclassicism, romanticism, realism, impressionism, postimpressionism, symbolism, fauvism, cubism, Dadaism and surrealism, abstract expressionism, minimalism, earth art, and conceptual art.

VIS 84. History of Film (4)
A survey of the history and the art of the cinema. The course will stress the origins of cinema and the contributions of the earliest filmmakers, including those of Europe, Russia, and the United States. Materials fee required. This course is offered only one time each year.

VIS 152. Film in Social Context (4)
This collection of courses gathers, under one cover, films that are strongly marked by period, geography, and the culture within which they received their dominating local quality. These courses pay particular attention to the stamp of place—climate, dress, habitation, language, music, politics—as well as the filmic moves that helped color such works as environmental. The series takes in the following subjects: Third World films, the Munich films (the new wave of Germans who made their first features in Munich following 1967), Japanese movies, films of the American thirties and their relationship to current thought, American Westerns, ethnographic film, Brazil’s Cinema Novo, etc. Specific topics to be covered will vary with the instructor. May be repeated twice for credit. Materials fee required. Prerequisites: VIS 84 or consent of instructor.

VIS 153. The Genre Series (4)
A group of related courses exploring the conventions within such generic and mythic forms as the cowboy, shamus, chorus girls, and vampire films. May be repeated twice for credit. Materials fee required. Prerequisites: none; VIS 84 recommended.

VIS 154. Hard Look at the Movies (4)
Examines a choice of films, selected along different lines of analysis, coherent within the particular premise of the course. Films are selected from different periods and genres among Hollywood, European, and Third World films. May be repeated once for credit. Materials fee required. Prerequisites: none; VIS 84 recommended.

VIS 155. The Director Series (4)
A course that describes the experiences, looks, and structure of director-dominated films. A different director will be studied each quarter. The student will be required to attend the lecture in the course and to meet with the instructor at least once each week. May be repeated three times for credit. Materials fee required. Prerequisites: VIS 84 or consent of instructor.

Course Description Disclaimer: Course descriptions are subject to change by academic departments. Please refer to the UC San Diego Catalog for accurate information.
### CHOOSING YOUR FIRST QUARTER CLASSES

It may seem like there are too many course options to choose from for your first quarter, but in reality, most students will choose from a limited set of options. The process is simple, and we'll still recommend specific courses for you this fall.

**Start With a Template**  
Choose between a first quarter plan for science or pre-health majors; declared or prospective engineering majors; non-science majors, or undeclared majors.

**Customizing the Template**  
Use your placement information (p. 24), AP and IB information (pp. 25-26), and personal interests to help you specify what math, chem, writing, or GE classes to choose from.

**View Our Recommendations**  
We'll give you a personalized set of classes based on your placement information, major, and academic information at [http://newstudent.ucsd.edu](http://newstudent.ucsd.edu) — them starting August 12, before you enroll in classes.

<table>
<thead>
<tr>
<th>Science or Pre-Health</th>
<th>Writing (Basic Writing course or MCWP 40) or General Education (GE)</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>CHEM</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>GE</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar, First Year Experience, or other Seminar course</td>
<td>1-2 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering</th>
<th>Writing (Basic Writing course or MCWP 40) or General Education (GE)</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>CHEM (or PHYS)</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>MAJOR (usually programming) or GE</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar, First Year Experience, or other Seminar course</td>
<td>1-2 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Science Major</th>
<th>Writing (Basic Writing course or MCWP 40) or General Education (GE)</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAJOR or SOCIAL SCIENCE GE</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>MATH or NATURAL SCIENCE GE (MATH for ECON and COGS majors)</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>FINE ARTS or HUMANITIES or FOREIGN LANGUAGE A GE</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar, First Year Experience, or other Seminar course</td>
<td>1-2 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undeclared</th>
<th>Writing (Basic Writing course or MCWP 40) or General Education (GE)</th>
<th>4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCIAL SCIENCE GE</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>MATH or NATURAL SCIENCE (MATH for ECON and COGS majors)</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>FINE ARTS or HUMANITIES or FOREIGN LANGUAGE A GE</td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>Freshman Seminar, First Year Experience, or other Seminar course</td>
<td>1-2 units</td>
</tr>
</tbody>
</table>
COURSE PLACEMENT

When customizing the recommendations on page 16, it's important to think about your course placement. This is affected by the factors on this page, and you AP and IB credits on pages 25-26.

Writing Placement

If you cleared the entry-level writing requirement (ELWR) before entering UCSD (see “Satisfying the Entry-Level Writing Requirement” on p. 8), you can enroll in MCWP 40 as soon as your first quarter. If you can, don’t worry — take a general education course instead. But if you don’t pass both don’t pass both MCWP 40 and MCWP 50 in your first 6 quarters at UCSD, it will be very hard for you to enroll in the courses in your junior or senior years — you will only be able to enroll at the end of the enrollment process!

If you did not pass the ELWR before entering UCSD, you must take Basic Writing course your first quarter and every quarter until you clear the ELWR. If you do not clear the ELWR by the end of your 3rd quarter at UCSD, you may be barred from future enrollment on campus!

Math Placement

If you are considering a major that requires calculus (see Courses for Your Major and Career, p. 28) you will need to take the Math Placement exam unless:

• You have a score of 2 or higher on the AP Calculus AB or BC exam.
• You have completed at least one quarter of approved UC-transferable college calculus credits.
• You have an SAT II Mathematics Level 2 exam score of 600 or higher (to enroll in MATH 10A) or 650 or higher (to enroll in MATH 20A).

If you have credit for a MATH 10A and enroll in a MATH 20A course, you will have partial duplication of credit. You will enroll in the MATH 20 course for 4 units, but only earn 2 units because you are being given credit for a course that covers some of the material already.

Chem Placement

The Chemistry Placement exam will help you choose between CHEM 4, 6A, or 6AH.

Chem 4 is a preparatory chemistry course for students without a strong chemistry background. Students with an AP Chem score of 3 or higher cannot take CHEM 4.

CHEM 6A is a general chemistry course for science and engineering students. Students with an AP Chemistry score of 3 or 4 may take CHEM 6A, but those with a score of 5 must take CHEM 6AH.

Language Placement

Most beginning courses are taught through the department of Linguistics, with subjects starting with LI. Intermediate courses are taught in the department of literature, with course subjects starting with LT.

If you have taken a language in high school, but have not taken AP or IB exams, take the placement exam. If you have AP or IB scores, use those to determine your placement.

<table>
<thead>
<tr>
<th>Exam</th>
<th>AP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
</tr>
<tr>
<td>German</td>
<td>5</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Spanish Language</td>
<td></td>
</tr>
<tr>
<td>Spanish Literature</td>
<td></td>
</tr>
<tr>
<td>Linguistics (Language A)</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>IB Score</td>
</tr>
<tr>
<td>5</td>
<td>6 or 7</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Math Credit for AP & IB

<table>
<thead>
<tr>
<th>Score</th>
<th>AB Exam</th>
<th>BC Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Take MPE</td>
<td>Take MPE</td>
</tr>
<tr>
<td>2</td>
<td>MATH 10A or 20A</td>
<td>Use AB Subscore</td>
</tr>
<tr>
<td>3</td>
<td>MATH 10B or 20A (2 units)</td>
<td>MATH 10C or 20B (2 units)</td>
</tr>
<tr>
<td>4-5</td>
<td>MATH 10B or 20B</td>
<td>MATH 10C or 20C</td>
</tr>
</tbody>
</table>

You can switch between the MATH 10 and 20 series, but you have to follow the right path. And any time you follow the dashed line from the 10 series to the 20, you will have partial duplication of credit, and only earn 2 units for MATH 20 series courses that you already completed in the 10 series.
<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Units</th>
<th>Course Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Studio Drawing Portfolio</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>(Max 8 total units)</td>
<td>2D Portfolio</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td>3D Portfolio</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Art History</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>8</td>
<td>BILD 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>8</td>
<td>BILD 1, 2, 3</td>
<td>Petition BILD 10 and 1 other course to satisfy Bio. GE sequence.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>8</td>
<td>CHEM 4</td>
<td>May petition to use as CHEM 11-12-13 GE sequence.</td>
</tr>
<tr>
<td>(Spring 12 or later)</td>
<td>4</td>
<td>8</td>
<td>CHEM 4 or 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>CHEM 6A, 6B, and 6C</td>
<td>May take CHEM 6AH, 6BH, and 6CH for credit.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td>2</td>
<td>CSE 8A &amp; 8AL</td>
<td>Does not satisfy any GE. May enroll in CSE 11 for credit.</td>
</tr>
<tr>
<td>Economics Macro</td>
<td>3, 4</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>ECON 3</td>
<td></td>
</tr>
<tr>
<td>Economics Micro</td>
<td>3, 4</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>ECON 1</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE. Satisfies ELWR.</td>
</tr>
<tr>
<td>(Max 8 total units)</td>
<td>Literature</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>4</td>
<td>SIO 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government and Politics United States</td>
<td>3, 4</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE. Satisfies AHL.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>POLI 10</td>
<td></td>
</tr>
<tr>
<td>Comparative</td>
<td>3, 4</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>POLI 11</td>
<td></td>
</tr>
<tr>
<td>History United States</td>
<td>3, 4, 5</td>
<td>8</td>
<td>Any 2 HILD 2 series</td>
<td>Finish humanities GE sequence with HILD 2A, 2B, or 2C. Satisfies AHL.</td>
</tr>
<tr>
<td>European World</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
<td>Petition a European History course to satisfy humanities GE sequence.</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3, 4, 5</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Language Chinese</td>
<td>3</td>
<td>8</td>
<td>None</td>
<td>Petition for foreign language GE with one additional Chinese course at appropriate level of proficiency.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>8</td>
<td>LIFR 1C &amp; 1CX</td>
<td>Satisfy Foreign Language sequence with LIFR 1D &amp; IDX or LTFR 2A.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>LTFR 2A</td>
<td>Satisfy Foreign Language sequence with LTFR 2B.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>LTFR 2B</td>
<td>Satisfy Foreign Language sequence with LTFR 50.</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>8</td>
<td>LIGM 1C &amp; 1CX</td>
<td>Satisfy Foreign Language sequence with LIGM 1D &amp; IDX or LTGM 2A.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>LTGM 2A</td>
<td>Satisfy Foreign Language sequence with LTGM 2B.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>LTGM 2B</td>
<td>Satisfy Foreign Language sequence with LTGM 2C.</td>
</tr>
<tr>
<td>Italian</td>
<td>3</td>
<td>8</td>
<td>LIIT 1C &amp; 1CX</td>
<td>Satisfy Foreign Language sequence with LIIT 1D &amp; IDX or LTIT 2A.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>LTIT 2A</td>
<td>Satisfy Foreign Language sequence with LTIT 2B.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>LTIT 2B</td>
<td>Satisfy Foreign Language sequence with LTIT 50.</td>
</tr>
<tr>
<td>Japanese</td>
<td>3</td>
<td>8</td>
<td>None</td>
<td>Petition for foreign language GE with one additional Chinese course at appropriate level of proficiency.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>8</td>
<td>LISP 1C &amp; 1CX</td>
<td>Satisfy Foreign Language sequence with LISP 1D &amp; IDX or LTSP 2A.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>LTSP 2A</td>
<td>Satisfy Foreign Language sequence with LTSP 2B.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>LTSP 2B</td>
<td>Satisfy Foreign Language sequence with LTSP 2C or 2D for native speakers.</td>
</tr>
<tr>
<td>Latin</td>
<td>3, 4, 5</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Literature Spanish</td>
<td>3</td>
<td>8</td>
<td>LTSP 2A</td>
<td>Satisfy Foreign Language sequence with LTSP 2B.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>LTSP 2B</td>
<td>Satisfy Foreign Language sequence with LTSP 2C.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>LTSP 2C</td>
<td>Satisfy Foreign Language sequence with LTSP 50A, B, or C.</td>
</tr>
<tr>
<td>Mathematics Calculus AB</td>
<td>3</td>
<td>4</td>
<td>MATH 10A</td>
<td>May take MATH 20A for partial credit.</td>
</tr>
<tr>
<td>(Max 8 total units)</td>
<td>Calculus BC</td>
<td>3, 4</td>
<td>8</td>
<td>MATH 10B</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>8</td>
<td>MATH 20A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>8</td>
<td>MATH 20B</td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>3, 4, 5</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
</tbody>
</table>
### Advanced Placement Credits continued...

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Units</th>
<th>Course Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics (Max 8 total units)</td>
<td>1 or 2</td>
<td>3, 4, 5</td>
<td>8</td>
<td>Phys 10</td>
</tr>
<tr>
<td>C: Mechanics</td>
<td>3</td>
<td>4</td>
<td>PHYS 1A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>4</td>
<td>PHYS 1A or 2A</td>
<td></td>
</tr>
<tr>
<td>C: Electricity &amp; Magnetism</td>
<td>3</td>
<td>4</td>
<td>PHYS 1B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>4</td>
<td>PHYS 1B or 2B</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>4</td>
<td>PSYC 1</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>4</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
</tbody>
</table>

### International Baccalaureate (Higher Level only) Credits

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Units</th>
<th>Course Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>5, 6, 7</td>
<td>8</td>
<td>ANTH 1</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>8</td>
<td>BILD 10</td>
<td>Petition BILD 10 and 1 other course for Bio. GE sequence.</td>
</tr>
<tr>
<td></td>
<td>6, 7</td>
<td>8</td>
<td>Bld, 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Business and Management</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>8</td>
<td>CHEM 6A</td>
<td>May take either 6B and 6C for credit or may take CHEM 6AH, 6BH, and 6CH for credit.</td>
</tr>
<tr>
<td>(Spring I2 or later)</td>
<td>6</td>
<td>8</td>
<td>CHEM 6A, 6C</td>
<td>May take either 6B for credit or may take CHEM 6AH, 6BH, and 6CH for credit.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>CHEM 6A, 6B, and 6C</td>
<td>May take CHEM 6AH, 6BH, and 6CH for credit.</td>
</tr>
<tr>
<td>Computer Studies</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Dance</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Economics</td>
<td>5, 6</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>ECON 1 and ECON 3</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE. Satisfies ELWR.</td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Film</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>History</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>of Africa</td>
<td>5, 6, 7</td>
<td>8</td>
<td>Any 2 HILD 2 series</td>
<td>Satisfy humanities GE sequence with HILD 2A, 2B, or 2C. Satisfies AHL</td>
</tr>
<tr>
<td>of the Americas</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>of East/South Asia Oceania</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>of Europe</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Islamic</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>of South Asia &amp; Middle East</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Twentieth Century World</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Language A</td>
<td>5</td>
<td>8</td>
<td>L1xx 1C &amp; 1CX</td>
<td>Satisfy a GE sequence in foreign language with one more course in same language at intermediate or higher level as placed by exam.</td>
</tr>
<tr>
<td></td>
<td>6, 7</td>
<td>8</td>
<td>L1xx 1D &amp; 1DX</td>
<td></td>
</tr>
<tr>
<td>Language B</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Latin</td>
<td>5, 6, 7</td>
<td>8</td>
<td>LTLA 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5, 6, 7</td>
<td>8</td>
<td>Math 10A or 20A</td>
<td>If series and differential equations completed, see Mathematics department to petition for MATH 10B or 20B credit.</td>
</tr>
<tr>
<td>Music</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>8</td>
<td>PHYS 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8</td>
<td>PHYS 1A and 1B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>PHYS 2A and 2B</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>5, 6, 7</td>
<td>8</td>
<td>PSYC 1</td>
<td>Elective credit only. Does not satisfy any GE.</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>5, 6, 7</td>
<td>8</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
GCE A-Level Exams
A-levels will grant you credit at UCSD, but you will need to petition the appropriate department for credit (for example, the Chemistry department for the Chemistry A-level, or the Mathematics department for a calculus A-level), regardless of your major. The department faculty will require an undergraduate petition form which include syllabi or other documentation showing what you covered in your a-levels.

Other National Exams
National high school exams other than the A-level exams are not accepted as college credit for UC San Diego.

SAT Subject Exams
SAT subject exams are not accepted as college credit for UC San Diego, and cannot be used to satisfy General Education requirements.

Transfer Courses
- Courses may be approved as “UC Transferable” by the Office of Admissions. Such courses count toward the 180 units required for graduation.
- A course that is UC Transferable must also be considered equivalent to a UCSD course, to count toward GE, major, or minor requirements.
- Use ASSIST (http://www.assist.org) to see if a course is equivalent to a specific UCSD course, but ASSIST mostly focuses on California community college courses.
- Courses that do not appear on ASSIST may be petitioned to count toward specific requirements on a case by case basis. Visit the Academic Advising Office for help.
- You cannot take a course again if you already have credit for the class through AP, IB, or transfer credit. (See Duplication of Credit, p. 31.)
- Transfer courses do not count toward your UC GPA. Only University of California courses count toward your UC GPA.

Submitting Credits
- To Order AP Scores
  AP Services
  PO Box 6671
  Princeton, NJ 08541-6671
  http://collegeboard.org
  Phone: 609-771-7300 or 888-225-5427
  Email: apexams@info.collegeboard.org

- For IB Certification
  International Baccalaureate Organization
  http://www.ibo.org/transcripts/index.cfm
  Phone: 301-202-3000
  Email: transcripts.ibo@ibo.org

- Send test scores and transcripts to:
  Admissions and Relations with Schools—Processing Unit
  University of California, San Diego
  9500 Gilman Drive #0021
  La Jolla, CA 92093-0021.

  The UCSD school code: 4836
  Include your name, date of birth, test names and dates tests were taken to ensure all tests are included.
YOUR MAJOR & CAREER

Ideally your major is a choice that intersects your interests and strengths while offering opportunity to develop your passions and educational goals. This page includes common popular major and pre-professional school requirement information as well as other related resources.

Undeclared or Undecided?
Choosing the major is a process and it is common for new students to explore. (Steps to get you started can be found at: http://muir.ucsd.edu/academics/advising/undeclared.html.)

Career Services Center can help connect a major to potential careers. Gain information and tools for exploring different career pathways or preparing for graduate/professional school. Practice interviewing skills and gain feedback on your resume. Get support with job searching, finding internships, and networking with alumni in the field. (http://career.ucsd.edu)

Co-Curricular Planning Tools are here to you make the most of your college experience (ucsd.edu/engagedlearning/):

- Co-curricular Transcript: verifies out of class experiences on an official record.
- Portfolium: visually market your academic/professional accomplishments.
- REAL Portal: discover research and applied learning opportunities.

Capped Majors

- You can only declare a capped major if you complete required screening courses, your grades in those screening courses are high, and there are still spaces available for more majors.
- Acceptance into a capped major is not guaranteed. You must explore other major options and have a back up plan.
- The following majors are capped:
  - All Division of Biological Sciences majors
  - All Department of Economics majors
  - All Department of Mathematics majors
  - All Jacobs School of Engineering majors
  - Public Health
- Contact the major advising office for information for their exceptional admission process.

Majors that Require Statistics
- Biology (Ecology, Behavior, & Evolution); Human Development; Political Science; Psychology; Public Health; Sociology; Urban Studies & Planning

Majors that Require Foreign Language
- Chinese Studies; Classical Studies; German Studies; International Studies; Italian Studies; Japanese Studies; Judaic Studies; Latin American Studies; Linguistics; Literature; Russian & Soviet Studies

Majors that Require Calculus

MATH 10 SERIES:
- Biology (except Bioinformatics and Molecular)
- Cognitive Science (BA)
- Economics (BA), though MATH 20 series preferred.
- Environmental Systems (except Earth Sciences)
- Interdisciplinary Computing & the Arts
- International Studies (Economics primary track)
- Psychology (BS only, effective FA15).

In all cases, MATH 20 may be substituted.

MATH 20 SERIES:
- Biology (Bioinformatics and Molecular)
- Chemistry
- Cognitive Science (BS)
- Engineering (ALL majors)
- Environmental Systems (Earth Sciences)
- Joint Major in Mathematics & Economics
- Management Science (BS)
- Physics

Prerequisites for Popular Majors

Biology:
- MATH 10A, 10B, and 10C/11;
- or MATH 20A, 20B, and 20C
- CHEM 6A, 6B, 6C, 7L (no lab required for EBE)
- BILD 1, 2, 3, and 4 (depends on major)
- PHYS 1 series OR PHYS 2 series with lab

Economics:
- MATH 10 or 20 series (20 preferred)
- ECON 1 and 3

Engineering:
- MATH 20A-B-C-D-E-F
- PHYS 2A, 2B, 2C (depends on specific major)
- Additional engineering, science or programming courses depending on major

Political Science:
- Choose 3 courses from POLI 10D, 11D, 12D, and 13D. (Some POLI majors will require one specific course from this sequence)
- POLI 30

Psychology:
- BA: choose two from PSYC 70, MATH 10A-10B-10C, PHIL 10, and PHIL 12.
- BS: choose three from MATH 10A/20A, MATH 10B/20B, and PSYC 70
- 1 statistics course
- 3 natural science from approved list
- 1 intro computer programming course

Popular Post-graduate Pathways

High grades in any major, plus:

Pre-Med Requirements
- MCAT exam
- 1 year calculus
- 1 year general chemistry with lab
- 1 year organic chemistry with lab
- 1 year biology with 1 lab
- 1 humanities or writing-intensive course beyond MCWP 40+50
- Recommended: Biochemistry
- Recommended: Statistics
- Recommended: second language

Pre-Law Requirements
- LSAT exam
- A strong writing background
- Recommended: courses in math and logic, critical analysis, a background in social sciences or philosophy

Pre-Business Requirements
- GMAT exam
- 2 years of work experience post undergraduate or military experience
- Recommended: courses in economics, financial accounting, statistics, and calculus
# FIRST QUARTER PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>Planned Major:</th>
<th>I'm planning on a health profession:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject/Exam (ex. U.S. History)</th>
<th>Score</th>
<th>Course Credit (refer to page 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## AP or IB Exams (p. 25-27)

<table>
<thead>
<tr>
<th>Subject/Exam (ex. U.S. History)</th>
<th>Score</th>
<th>Course Credit (refer to page 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Test Placement Required Met With Enroll In:

<table>
<thead>
<tr>
<th>Test</th>
<th>Placement Required</th>
<th>Met With</th>
<th>Enroll In:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry level Writing (ELWR) - p.8</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>If using for major or GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Recommended if using for major or GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>If using for major or GE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Course Placement (p. 24)

<table>
<thead>
<tr>
<th>Course (ex. General Psychology)</th>
<th>Possible Course Credit (see <a href="http://www.assist.org">http://www.assist.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## College-level Transfer Courses

<table>
<thead>
<tr>
<th>Course (ex. General Psychology)</th>
<th>Possible Course Credit (see <a href="http://www.assist.org">http://www.assist.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Fall Quarter Plan (p. 23)

<table>
<thead>
<tr>
<th>Course</th>
<th>First Choice</th>
<th>Alternate(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Major requirement</td>
<td>GE or major</td>
</tr>
<tr>
<td></td>
<td>GE</td>
<td>Freshman Seminar or FYE</td>
</tr>
</tbody>
</table>

1. View your **enrollment date and time** on http://students.ucsd.edu **starting Monday, August 1st.**
2. View your customized counselor **course recommendations** on http://newstudent.ucsd.edu **starting Friday, August 12th.**
3. Questions? Ask an advisor through **E-advising** on http://newstudent.ucsd.edu **beginning Monday, August 15th.**
4. Register for classes on http://students.ucsd.edu between **August 24—26! Enroll in at least 12 units** for full time status. Most students enroll in 12-16 units plus a Freshman Seminar or First Year Experience.
5. **Enroll in at least 12 units before waitlisting** a course. There are no guarantees with wait lists!
HONORS, EXCHANGE, AND SPECIAL PROGRAMS

Students who do more than the minimum requirements for their degree are usually happier and more successful. While at UC San Diego, you might want to consider one of the following ways to make the most of your time here.

Honors
We have several ways to honor our students with high ambition and strong academic performance.

Freshman Honors
Incoming freshman may be invited to participate in the Freshman Honors Seminar led by Provost John Moore. Students enroll in a 1-unit seminar, MUIR 90H where they meet faculty from various disciplines to learn about their research interests in a small group.

Provost Honors
Any quarter a student earns a a GPA of 3.5 or higher in 12 or more letter-graded units will have “Provost’s Honors” noted on their transcripts for that quarter.

Departmental Honors
Each department sets criteria for departmental honors, which may require additional coursework, minimum GPA requirements, and research or thesis work. For more information, check with your major advisor.

Caledonian Society
Muir students with senior standing, a GPA of 3.8 or higher and at least 44 letter-graded units is inducted into the Caledonian Society. Established by founding provost John Stewart, the Society takes its name from the ancient Roman name for Scotland, Caledonia, to commemorate the birth of John Muir in Dunbar, Scotland. Members are inducted at an annual banquet on the Friday closest to the birthday of Robert Burns, Scotland’s national poet.

Phi Beta Kappa
Phi Beta Kappa is the oldest, most prestigious honors society for undergraduates in America. Minimum criteria for UCSD, Sigma Chapter consideration include:

• Completion of at least 160 quarter units, of which at least 80 are UC GPA credits
• Cumulative GPA of 3.65 or higher
• Humanities: at least 7 full quarters of courses in the liberal arts
• Proficiency in a second language
• Completion of college-level courses in mathematics or quantitative natural science
• Full-time enrollment at UC San Diego for two years before initiation

See the Sigma Chapter website: http://pbk.ucsd.edu/eligibility.html

Latin Honors
Latin Honors are awarded at graduation to students who have completed 80 letter-graded units at the University of California. Latin Honors ranges are determined each year and are based on the top 14% of grade point averages from last year’s graduates. Summa cum laude is accorded to the top 2%, magna cum laude to the next 4% and cum laude to the following 8%.

Exchange Programs
We offer several ways to travel, learn, and explore new academic options:

Study Abroad
You may study abroad through the University of California Education Abroad Program (EAP), UCSD’s Opportunities Abroad Program (OAP), or through UCSD’s Global Seminars program in year-long, quarter-long, or summer programs.

Most programs require a 3.0 cumulative UCSD GPA and junior standing at time of departure, but there are exceptions. Language requirements vary.

U.S. Exchange Programs
UCSD sponsors exchange programs with four Universities. Transfer courses taken on these programs will not count in the UCSD GPA

• Muir College sponsors a 1-quarter exchange with Dartmouth College in Hanover, New Hampshire. Students must have at least 60 units, a 2.5 or higher UC GPA, and must return to UCSD for at least 1 quarter after attending.
• Thurgood Marshall College sponsors an exchange program with historically black colleges Morehouse College and Spelman College, in Atlanta, and Xavier University, in New Orleans. Students must have a 2.7 or higher GPA and have completed 90 quarter units to qualify.

Special Studies Courses (195, 196, 197, 198, 199)
Special studies courses offer opportunities to study topics not in the regular departmental curriculum. They include:

• 196 — undergraduate instructional assistant;
• 196 — special honors courses;
• 197 — internships
• 198 — small group study courses
• 199 — individual study and/or research

Eligibility for special studies 197 – 199 requires 90 completed units, 2.5 UCSD GPA, and prior completion of any prerequisites stipulated by the instructor or the department. Please contact individual departments for information on special studies courses.

UCSD Extension
The Extension courses do not give you credit toward your degree, but help you be more competitive in the job market.

• Grants: Each quarter, a limited number of student grants of up to $500 to to enroll in one Extension course.
• The LAUNCH program can earn a professional certificate and get professional coaching while at UCSD.
ACADEMIC TERMS, RULES, AND REGULATIONS

You will be expected to keep track of several rules, regulations, and policies regarding your academics. Some key rules are listed below. For the full list of rules and regulations please consult the Catalog at http://ucsd.edu/catalog/

### Academic Deadlines

<table>
<thead>
<tr>
<th>Week in Quarter</th>
<th>Deadline To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>• Add a course</td>
</tr>
<tr>
<td></td>
<td>• Apply online for part time status</td>
</tr>
<tr>
<td>Week 4</td>
<td>• Drop without a “W”</td>
</tr>
<tr>
<td></td>
<td>• Change grading option</td>
</tr>
<tr>
<td>Week 9</td>
<td>• Drop with a “W”</td>
</tr>
</tbody>
</table>

 Exceptions to deadlines are rarely approved.

### Academic Probation/Disqualification

Any time your cumulative or current quarter GPA falls below a 2.0 you will be placed on academic probation. If you continue on academic probation for two or more quarters and have a cumulative GPA below 2.0; or if you have a quarter GPA below 1.5 you will be considered subject to disqualification.

### Degree Audit

The degree audit is an academic tool on TritonLink that tracks degree progress.

### Double Majors

Students need approval to declare a double major. Students who enter as freshmen must complete a double major within 240 total units. Double major petition forms are available by meeting with a Muir academic advisor. You must obtain approval from each department and then return the petition to the Muir College Academic Advising Office.

### Duplication of Credit

You may receive credit for a course only once. If you have already completed a course with a passing grade—whether it is through AP credit, completion of a transfer course, or by completing a UC course with a grade of C– or better, you will not be able to enroll in it again.

### Enrolling in Courses

You enroll through WebReg on TritonLink (http://students.ucsd.edu) each quarter.

All students are assigned and emailed two enrollment appointment times in accordance with the Two Pass Enrollment Process. Your enrollment times are assigned based on your total units completed, though some students may receive priority enrollment. If you miss your first pass you must wait until second pass to enroll in classes.

During first pass students have a 48-hour window to enroll in up to 11.5 units and cannot waitlist. During second pass students may enroll in up to 19.5 units, including waitlisted courses.

Starting the first day of the quarter students may enroll in up to 22 units total. Continuing students will enroll in the middle of the previous quarter. Thus, Winter quarter enrollment happens in mid-Fall, Spring enrollment in mid-Winter, and Fall & Summer enrollment in mid-Spring.

### Incomplete

An incomplete is a temporary grade assignment if the course will be completed after the last day of the quarter. This must be approved by the instructor of the course.

### Lower Division/Upper Division

Lower division courses are numbered 1-99. Upper division courses are numbered 100-199.

### Maximum Unit Limitation

Students may accumulate a maximum of 200 units—including AP, IB, and transfer units that don’t satisfy GE or major requirements. This is increased to 230 if a student is pursuing a B.S. in engineering or 240 if a student has an approved double major.

### Minimum Progress

Minimum academic progress requires that students complete 36 units per year. If you drop below full-time status, this may impact financial aid, scholarships, NCAA eligibility, veteran’s benefits, campus residence, or student visa status. It may also lead to academic disqualification.

### General Education

General Education (GE) courses are required at all six colleges. GE courses provide breadth and depth in several subject areas.

### Grade Point Average (GPA)

Your GPA is calculated by dividing total grade points by the total number of graded units. Grade points are calculated with the previous chart. For each course, multiply the grade points by the number of units.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A+ = 4.0  B+ = 3.3  C+ = 2.3  D = 1.0  A = 4.0  B = 3.0  C = 2.0  F = 0.0  A- = 3.7  B- = 2.7  C- = 1.7
Muir Special Project Major
This is a special, individualized major available only to Muir students who qualify by accomplishing the following:

- Attain a minimum 3.25 GPA
- Complete Muir’s GE requirements
- Reach upper-division standing

Students need to submit a proposal and it must be approved by the college. For more details, visit the Muir College Academic Advising Office.

Part-Time Enrollment
To enroll part-time with reduced fees, you must apply online through TritonLink. To be considered for Part-Time Status you must qualify by enrolling in 10 or fewer units, meeting one of the following criteria with official documentation, and applying by Friday of the second week of classes:

- Employment (30+ hours/week)
- Medical
- Family Responsibilities
- Graduating senior in one of final three quarters of enrollment

Petition
A petition is a form used to request an exception to policy or requirements.

Prerequisite
A course that must be completed before enrolling in a subsequent course.

Repeating Courses
Students may repeat courses with grades of D, F, or NP. A course originally taken for a letter grade must be repeated for a letter grade. The first 16 units of eligible repeated coursework will use the new grade for calculating a student’s GPA, though the original grade will still appear on the student’s transcript. Grades in courses where the student admitted to or was found guilty of academic dishonesty cannot be replaced in the GPA. After the first 16 units of repetition, both grades will count in the GPA calculation.

Retroactive Changes
Requests to change a student’s records after the end of the term must be submitted on an Undergraduate Petition form within one quarter. Such requests are rarely approved except in cases of verified clerical error on the part of the University or extraordinary circumstances.

TritonEd
TritonEd is an online learning management system that may be used to post course information, turn in assignments, take quizzes/exams, and keep track of grades.

TritonLink
TritonLink is the campus-wide portal for academic and administrative information.

Unit
A measure of how much time towards a degree for which students are given credit. Units are also known as credit hours.

Waitlist
Students may add themselves to a course waitlist on WebReg. Students may be on a single waitlist for a given course and will be moved automatically as other students drop. An email will be sent to your UCSD email account confirming the change. Note that a waitlist is not a guarantee that you will get into the course. Waitlists operate only until Thursday of the second week of classes.

Dropping Courses
If you drop a course before the end of the fourth week of instruction, you will not receive a “W” notation on your transcript. If you drop a course after the fourth week of instruction or after the second meeting of most laboratory courses, you will receive a notation of “W” on your transcript, signifying that you dropped after the deadline. You do not receive units for a “W” and it has no effect on your GPA.

You may receive only one “W” in any given course. You will not be able to drop from the course after the fourth week drop deadline a second time, and will have to complete the course.

Withdrawing from UC San Diego for the Quarter
To withdraw from all of your courses, you must complete the online Undergraduate Request for Withdrawal e-form. Filing this e-form promptly generates the maximum fee refund and withdraws you from all your courses if filed by Friday of Week 9 of the quarter. You will be required to have an exit interview to discuss the reasons for leaving the University with the Muir College Student Affairs Office.

Refunds
The following schedule of refunds applies to all students except those receiving Title IV financial aid and excluding health insurance.

<table>
<thead>
<tr>
<th>Calendar Days</th>
<th>Percentage Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>100%</td>
</tr>
<tr>
<td>2-7</td>
<td>90%</td>
</tr>
<tr>
<td>8-18</td>
<td>50%</td>
</tr>
<tr>
<td>19-35</td>
<td>25%</td>
</tr>
<tr>
<td>36+</td>
<td>0%</td>
</tr>
</tbody>
</table>

The schedule of refunds refers to calendar days (including weekends) starting on the first day of instruction.

Effective date of withdrawal is the date on which students file their withdrawal e-form with the college, not the last date of attendance.

Students receiving Title IV financial aid may be required to repay those funds immediately and should contact the Financial Aid Office at (858) 534-4480 for more information.
High school is different from college. The transition into UCSD may require re-strategizing what work best for study skills, time management, and self-care. There are many academic support resources that can help rally around finding the balance you need to define your peak performance at UCSD. We encourage you to be open-minded about learning what works best for you and utilizing these services.

**Be Honest With Yourself**
Success begins with finding your preferred learning style, i.e. “how do you best learn information?” Be mindful of your strengths.

**Where to Study**
What environment helps you study the best? This isn’t always the library, and it’s not always your bed. It can be alone with a study group. Some people need absolute silence and some people need background noise. Only you will be able to know what does and does not work for you. Outside of your room, try:
- Middle of Muir (M.O.M)
- Glider Lounge
- Glacier Point
- Peet’s Coffee
- Starbucks
- Bio Med Library
- Old Student Center (Hi Thai or Treehouse Lounge)
- Price Center Commuter Lounge, 3rd floor
- Silent study rooms in Galbriath Hall.

**Manage Your Time**
Use a planner to plan ahead! Start thinking about finals before finals week so that you can get more done and do better in class:
- Schedule time specifically for studying and reviewing material.
- Know your deadlines and test dates
- Plan quiet time and study breaks to avoid getting overwhelmed.
- Learn when you are most productive and when you are not. Some people can accomplish more during the morning, while others are more productive at night.
- Schedule more demanding projects for your more productive hours.
- Prioritize your assignments and other commitments to identify which tasks need to be done now, which need to be done soon, and which are optional to complete.
- Rest your eyes. Use the 20-20-20 rule. Every 20 minutes, look away about 20 feet in front of you for 20 seconds—this will reduce eye strain, improving your focus, effectiveness, and creativity.
- Avoid cramming! When you cram, you are more likely to forget information and will need to re-study that information when you have your next exam!
- Sleep! Getting a good night’s sleep (at least 6-8 hours per night) improves memory, energy, and concentration.

**Set Realistic Goals That Align with Your Values**
- Make a list of what you want to achieve at the beginning of each day.
- Think of your list in terms of action items. “Get an A in Physics” isn’t a good goal. But “review chapter 7 and lecture notes before the Friday” is, because you know how to achieve it and can know immediately how much you have done.
- Start with small tasks you know you can complete then move towards larger goals throughout the day. Completing small tasks will provide a spark to your day and increase productivity.
- Turn off your electronics during study time for maximum focus and attention.
- You don’t have to be perfect. Many people will get discouraged from fear that they will not complete a task perfectly. Learning making mistakes. Relax, work within your own limits, and be confident with what you are doing.

**Break Down Your Work**
- Do your work in manageable chunks (first I will do A, B, and C and then X, Y, and Z, etc.).
- Start with harder work first, when you have energy.
- After each chunk reward yourself! This can be a snack, an episode of a television show, some internet time, or some exercise! Whatever works for you!
- Time your breaks! Make sure your 10 minutes on Reddit doesn’t become 5 hours.

**Use Different Strategies for Different Subjects**
Here are some tips from our Peer Advisors and Interns:

**Math/Science**
- Review previous homework and midterms to understand formulas and general logic behind concepts.
- Put in the time: Attend scheduled reviews, discussions, and Office Hours.
- Create your own study questions and quiz yourself on each week’s material.
- Design a one-age study sheet as a tool that summarizes the most important info (like formulas and definitions) and refreshes your memory during test preparation.

**Writing Papers**
- Map out a plan before getting started to help with forming the thesis and main ideas. This visual can help you see gaps either in where you need to find more supporting evidence or where you need to fix the flow between paragraphs.
- If you have writers block or get stuck, go for a short walk and allow yourself to daydream. Studies have shown that this will increase creativity and prepare yourself for those types of projects.
- Text live chat, email, or meet with a librarian if you need help with researching or writing a paper.

**Reading**
- A quick way to skim a textbook or article is to read the Abstract, Introduction, and Conclusions of assigned reading.
• After that, review the opening sentences of each paragraph, and read more in depth if you encounter a graph, article, diagram, or an idea that expands on one of the key points in the introduction or conclusion.
• Read before lecture — you’ll understand the lecture better, and be able to learn from lecture what you need to re-read in more depth.
• Write a short summary of each reading (research paper, textbook, film, etc.) in your own words.
• In your notes, include the main points in the reading and key details the author used to support those points.
• In your notes, include your own thoughts and opinions of the text and key details explaining why you thought that way.

Office Hours are Not Just For When You’re “In Trouble”
• All professors and TAs hold office hours, and list them in the course syllabus — and you can email them for an appointment if you can’t make office hours.
• What can you do in office hours?
  □ Explain something you didn’t understand in the reading or lecture.
  □ Get help when you’re stuck. If you attempted a homework problem but got stuck, you can sit down with a TA or professor and show your work and have them help you get un-stuck.
  □ Unsure how to study in that class? Ask for their suggestions.
  □ Get feedback on your exams or papers. These are the folks that help design your assignments so they are the best resource for asking questions on those assignments.
  □ Ask about research, internships, or networking in that academic discipline.
• If the idea of talking to a professor seems unnerving, try going with a classmate. Or try either the Dine with a Prof or Coffee with a Prof programs to get to know your professor.

Academic Tutoring
Looking for Tutoring? Try one of the following options….
• OASIS: The Office of Academic Support and Instructional Services - (oasis.ucsd.edu) provides structured group workshops in Basic Writing, Math (10/20 series), Chemistry (general/organic), Physics (1/2 series). Students must sign up online in advance.
• The IDEA center (http://jacobsschool.ucsd.edu/idea/) is a support resource for engineering students that offers free tutoring, mentoring, and ways to get involved.
• The Writing Center (writing.ucsd.edu) offers one-to-one support for any writing assignment for any UCSD class and a variety of workshops every quarter. Appointments and drop-in hours are available.
• Chemistry Helproom (http://www.chem.ucsd.edu/undergraduate/helproom.html) offers drop-in advising for students in General Chemistry courses.
• The Mathematics departments Calculus and MATLAB tutoring (https://www.math.ucsd.edu/resources/calculus-tutoring/) provides free academic support in the Applied Physics and Mathematics building.
• The Physics Tutorial Center (http://tutorialcenter.ucsd.edu/) offers drop-in tutoring in undergraduate Physics classes.

Personal Wellness For Academic Success
Becoming a college student is a stressful transition. The fast-paced quarter system, living way from home, roommates, commuting, creating new relationships and managing old ones… all of that can impact your sense of well-being and affect how you manage this stress, and increased stress can affect your performance.

So how do you take care of yourself?
• Counseling and Psychological Services (caps.ucsd.edu) helps students thrive and flourish with their self-development in a variety of ways:
  □ Confidential, free individual counseling
  □ Group workshops on a variety of topics such as stress management, mindfulness, social confidence, healthy relationships, and anger management.
  □ Forums are also offered as safe spaces for discussing issues related to cultural identity, gender identity, or being an international student.
  □ The CAPS website also includes a Self-Help Library that offers MP3s of guided relaxation exercises and online brochures related to sleep hygiene, test anxiety, and more.
• Build Skills with CAPS ADVANCE, an academic and life skills workshop series aimed coaching you to become more effective student. ADVANCE is only a commitment of a three one hour interactive workshops. Students can sign up at http://caps.ucsd.edu.
• The Zone (http://wellness.ucsd.edu) promotes healthy living, introduces students to well-being resources, and serves as student space for relaxation, social connections, and personal development. Weekly free drop-in events include meditation, therapy fluffies, arts and crafts, healthy eating, fitness classes, and biofeedback.
• Recreation (https://recreation.ucsd.edu/) provides facilities and programming for physical wellness and fitness goals. Your student fees give you free access to RIMAC (with weight room, activity rooms, arena, auxiliary gym, wellness studio); Main Gym (with weight room, basketball courts, cycling room, gymnastics area, private pilates and massage rooms, indoor swimming pool, outdoor tennis and basketball courts); Canyonview Athletic Complex (two outdoor pools, weight room, climbing center); and the Challenge Course. You can also purchase informal fitness courses or join intermural sports team with other students.
Muir College Writing Program

WELCOME TO THE MUIR COLLEGE WRITING PROGRAM

Muir College Writing Program (MCWP) courses emphasize critical thinking, analysis, and the process of writing.

Students satisfy the college general education writing requirement by completing a two-course sequence in writing: MCWP 40 and MCWP 50, both of which must be taken for a letter grade. In MCWP 40, students analyze published arguments (compiled into a MCWP 40 Reader) and a novel. The course materials focus on a general topic relevant to contemporary society. Past topics include the challenges faced by immigrant populations and issues of sustainability. Some of the novels used by the program in the past include Nobel Prize winner Jose Saramago’s Blindness; former UCSD lecturer Mark Slouka’s The Visible World; and National Book Award 2011, Salvage the Bones, by Jesmyn Ward. In contrast, MCWP 50 classes have different topics that are developed by the instructors under program supervision. Recent MCWP 50 topics include Culture, Class and Consumption; From Pot to Prozac: the Battles Over Legal and Illegal Drugs; Medical Controversies, Panics, and Hysterias; and, From Dr. Noh to Margaret Cho: Asian Americans and Popular Culture. While many MCWP 50s courses examine different topics, all the courses have the same writing requirements and culminate in a research paper.

Transfer students who have completed a TAG or IGETC may take either MCWP 50 or 125 to complete the general education writing requirement. MCWP 125 is an upper-division course similar to MCWP 50, but it is designed specifically for transfer students. Like MCWP 50, MCWP 125 course topics vary.

All incoming students have 3 quarters of enrollment priority for each required course. This generally means 6 quarters for incoming freshmen and 3 quarters for incoming transfers with IGETC. Priority enrollment gives those students the opportunity to enroll in MCWP classes during their first pass registration time. Most classes fill during the first pass, so the majority of students who are outside of their priority period have to waitlist to get into the class.

Any student enrolled in more than 90 units, including transfer units, must be preauthorized to enroll. All eligible students are preauthorized automatically and a notification is sent via the Virtual Advising Center. If you feel your contact record is in error, please email muirwriting@ucsd.edu from your UCSD email address.

To learn more about the program, please stop by the MCWP Office or visit our website.

CONTACT INFORMATION
Muir College Writing Program Office
H&SS 2346
Hours: M-Th, 9:00a.m. - noon and 1:00p.m. - 3:30p.m.
F, 9:00a.m. - noon and 1:00p.m. - 3:00p.m.
Phone: (858) 534-2522
Website: http://muir.ucsd.edu/writing/index.html
Check the website for more detailed information on the program, program policies, course descriptions, etc. You can also find additional information in your weekly MuirWords!
Muir College Student Affairs Staff

Dean of Student Affairs
Assistant Dean of Student Affairs
Assistant to the Dean of Student Affairs
Coordinator of Student Activities
Director of the College Center
Outreach Coordinator for Out-of-State & International Students
Associate Dean/Director of Residential Life
Assistant Director of Residential Life
Assistant Director of Residential Life Counseling & Psychological Services
CAPS Post Doctoral Fellow

Dr. Patricia Mahaffey
Ann Hawthorne
Jeanie Arciaga
John Weng
Justin Glover
Steffa Collens
Pat Danylyshyn-Adams
Dr. Sonia Rosado
Tia Chea
Dr. Greg Koch
Dr. Doriane Besson
Leah Heng
WELCOME TO MUIR!
The Student Affairs staff at the college is responsible for the quality of your life outside the classroom. Our goal is to make being a Muir student so satisfying that you will persist at UCSD until you graduate. (And close to 90% of our students do!) We have a wonderful community at Muir College which is reflected in a genuinely caring staff, a high number of students who engage themselves in the life of the college, our traditional programs, and a strong sense of Muir pride.

The Muir Student Affairs Office includes the Dean of Student Affairs Office, the Muir Residential Life Office, and the Muir College Center (aka MOM and POP). The staff is active in organizing special college-wide events, including Orientation, Welcome Week, Triton Day, and Commencement. The Student Affairs staff is also responsible for advising Muir’s numerous student organizations, committees, production and publication staffs, and for providing leadership recruitment and training.

The Assistant Dean of Student Affairs, the Coordinator of Student Activities, and the Residential Life staff are great resources for advice on how to become involved in campus life. Additionally, Student Affairs staff members provide advice or assistance with (almost) any non-academic question or problem. They are well acquainted with campus resources and provide appropriate referrals. Visit, call, or email any staff member if you want to share your concerns, need advice on resolving almost any perplexing matter, or feel you’ve been mistreated anywhere on campus. On a less cheerful note, some students may work with myself or our Associate Dean/Director of Residential Life to resolve allegations of violations of university regulations, academic or otherwise. See the Rights & Responsibilities section in this handbook for more details. At Muir, we care about your success and interpersonal development. Welcome!

Patricia Mahaffey, Ed. D., Dean of Student Affairs

STUDENT AFFAIRS MISSION STATEMENT
The Muir College Office of Student Affairs is vital to the academic, research, and service missions of the University. Through college-based services and programs, we foster and promote an appreciation of the environment and the intellectual, social, cultural, physical, psychological, and ethical development of our students.

The Muir College Student Affairs staff collaborate with the university community and the San Diego community in preparing and empowering students to achieve their academic and career aspirations while becoming active and constructive members of a diverse and changing society.

LOOKING TO GET INVOLVED IN THE COLLEGE COMMUNITY?
If you’re looking to get involved in the college community, you’ve come to the right place! There are plenty of involvement opportunities at Muir. Check out pages 36-38. If you don’t see a club or organization that meets your interests, you can start your own! Just see the Dean of Student Affairs for more information.

REASONS YOU MAY NEED TO SEE THE DEAN OF STUDENT AFFAIRS
Need to Withdraw from School?
If your motivation starts to lag; or if there’s a family problem to which you must attend; or if you need to “drop out” for a while to save money; or, if for any other reason you’d like to put your education on the back burner for a while, then it makes perfectly good sense to take a leave of absence for a quarter or two. If for some reason you will not complete an academic quarter once it has started, you cannot simply drop all your classes. Instead, you will need to complete a withdrawal form online through the Registrar’s Office. As long as you’re leaving “in good standing” (GPA of 2.0 or better), your return to Muir will be a simple matter. If you return after a brief absence (one quarter) you don’t even need to apply for readmission; the Registrar’s office will keep you on the books, and you can simply register for the coming quarter at the normal time. If you’re gone longer, you will need to go through the readmission application formality (contact the Registrar’s office for the form) and pay the appropriate fee.

You may be asked to see the Dean or Assistant Dean of Student Affairs in person to withdraw. This exit interview is painless and quick. Feel free to set up an appointment even if you just want to discuss your circumstances and or if you’re not sure if you need to withdraw. As with individual course “drops,” withdrawal is permitted until 4:30 p.m. on Friday of the ninth week of the quarter.

If you withdraw between the fifth and ninth weeks, all your courses will be listed on your transcript with “W” grades. A partial refund of fees is possible if you withdraw during the first thirty-five days of the quarter (the earlier the withdrawal, the larger the refund). If you withdraw on or before the first day of classes you are eligible for a full refund of fees paid.

Counseling and Psychological Services (CAPS)
If you are feeling anxious, depressed, lonely, or just need someone to talk to, Counseling and Psychological Services (CAPS) provides personal counseling as well as special focus groups and workshops at each UCSD college. The Central Office, (858) 534-3755, will schedule an appointment for you with a psychologist or sign you up with a counseling group. For your convenience, several psychologists (including a post-doctoral fellow) have offices at Muir. All counseling is confidential. Students experiencing personal stress are encouraged to seek assistance from the counselors. For more information, go to: http://caps.ucsd.edu.

WELCOME TO MUIR!

A WELCOME FROM THE DEAN OF STUDENT AFFAIRS

WELCOME TO MUIR!

STUDENT AFFAIRS MISSION STATEMENT

LOOKING TO GET INVOLVED IN THE COLLEGE COMMUNITY?

REASONS YOU MAY NEED TO SEE THE DEAN OF STUDENT AFFAIRS

NEED TO WITHDRAW FROM SCHOOL?

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
**Rights and Responsibilities**

**UC San Diego Principles of Community**

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents.

UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other. We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

**Policies, College and University**

The University expects that ALL students will:

- Respect the rights, well-being and property of others,
- Respect the academic process, and
- Not interfere with University business, events, or activities.

It seems that there’s a policy covering just about everything you can imagine; the University has a Policies and Procedures Manual that fills more than a yard of shelf space. Access to information and questions most frequently asked by students is available online through the official UCSD Student Conduct Code at [http://students.ucsd.edu/student-life/_organizations/student-conduct/index.html](http://students.ucsd.edu/student-life/_organizations/student-conduct/index.html)

**Academic Integrity**

The Academic Senate has publicized official regulations for UCSD regarding cheating, plagiarism, and similar slimy practices. As a member of an academic community, all faculty and students have the responsibility to uphold the academic standards of the University, and academic dishonesty is not tolerated.

You are encouraged to review this information carefully. There are many ways to cheat or plagiarize; all of them are unacceptable.

Presenting academic work to an instructor as your own, when it was really done by someone else (be it William Shakespeare or the kid in the next seat at your exam) is prohibited. Likewise, bringing a “cheat sheet” to an exam or peeking at lecture notes or a textbook during an exam is forbidden. Changing your answers on an assignment or exam after it was graded and returned to you, and then claiming that it was graded incorrectly, is another way to violate the Integrity of Scholarship regulations. Doing a computer assignment, lab assignment, or exam with someone else, when you're expected to fly solo, is also a violation. “Plagiarism” is a special form of cheating in which you copy words directly or rephrase ideas from someone else—or even from work you’ve done for another course—without giving proper recognition of your source.

Should questions arise about how to properly cite a source or for more information about academic integrity, please contact the Dean of Student Affairs, your professor, or stop by the Muir College Writing Program Office. What follows includes portions of the “UCSD Policy on the Integrity of Scholarship,” developed by the Academic Senate.

**The UCSD Policy on the Integrity of Scholarship**

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld.

**Students’ Responsibility**

Students are expected to complete the course in compliance with the instructor’s standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort. For example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking coursework or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for re-grading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For the full text regarding this policy please visit: [www.academicintegrity.ucsd.edu](http://www.academicintegrity.ucsd.edu)
What Are My Rights and Responsibilities?

The professor responsible for bringing forward the charge of academic dishonesty has the option of meeting individually with you prior to forwarding the case to the Academic Integrity Coordinator (AIC). Until the case is resolved, a blank grade will appear on the student’s record. The Professor has the sole authority to dismiss or pursue charges of academic misconduct. Students are not allowed to drop from a course in which a charge of academic misconduct is pending.

You will be required to attend a meeting with the Dean of Student Affairs (Dean), during which s/he will review the procedures and invite you to ask any questions about the student conduct process. The Dean will explain the allegation(s) of academic misconduct against you and will invite you to participate in a discussion toward an informal resolution of the allegation(s). If you accept responsibility for the misconduct as alleged, the sanctions are twofold: First, an administrative sanction(s) will be proposed at the initial meeting with the Dean, and this proposed sanction must be approved by the Council of Deans prior to the sanction being recorded. Second, the instructor will assign a grade for the course.

If you disagree with the charge(s) or deny any involvement in the misconduct as alleged, you have the right to a formal hearing before the Academic Integrity Review Board. The following information is intended to explain the process and help you understand your rights.

What Are the Potential Outcomes?

The severity of the sanction is dependent on the nature of the offense and your disciplinary history.

Possible administrative sanctions include:

- Non-Academic Disciplinary Probation: written notice that if you engage in violations of the Student Conduct Code (including UCSD’s Policy on Integrity of Scholarship) again during a specified period of time, you will incur more serious discipline (such as suspension or dismissal from UCSD).
- Suspension or Dismissal: termination of student status for a specified or indefinite period of time. Conditions for your return may be imposed and may require approval of the Chancellor.
- Educational Sanction with Fees: may include the Academic Integrity Seminar, a class coordinated through Academic Integrity Office. The seminar cost is $75.00.
- Reflection Paper: A paper reflecting on expectations of students in college pertaining to academic integrity and honesty, citing appropriate sources.
- Exclusion From Areas of Campus/Official University or UCSD Functions: can be imposed, on a suspended or dismissed student.

Possible academic penalties may include (please refer to course syllabus): Failing grade on the assignment, quiz, or exam in which the cheating took place or a failing grade in the course.

Special Note: The grade you earn resulting from academic dishonesty remains factored into your overall UCSD GPA regardless if you repeat the course.

How Can I Perform My Academic Work With Integrity?

- Communicate with your professor, ask questions and thoroughly read the course syllabus.
- Have the courage to adhere to values of honesty, responsibility, trust, respect, and fairness.
- Prioritize long term goals over short term goals. I.e. It is easier to recover from a bad grade honestly earned, than a bad grade assigned for an integrity violation.

NON-ACADEMIC MISCONDUCT

University regulations are summarized below. These regulations correspond to subsections of the Student Conduct Code beginning with 22.14.10.10 as numbered below.

In addition, if it appears that a student has also violated federal, state, or local law, then s/he may also be referred to the criminal justice system for prosecution.

The University prohibits (on university property, or in connection with any university activity anywhere):

- Other Dishonest Behavior. Examples include giving false information to a university police officer, or reporting a false emergency (e.g., false fire alarm).
- Forging, altering, or misusing university documents, including records, keys, ID’s, etc. One example is using a parking permit that was purchased by another individual (NOTE: permits are never transferable).
- Stealing, damaging, or destroying property; or possessing or selling stolen property.
- Abusing computer facilities or time. University computer use policies are posted on the Web at http://acs.ucsd.edu/libaug/ht/aup.shtml.
- Possessing, using, trying or actually manufacturing, dispensing, distributing, or selling alcohol without prior written approval of the UCSD Chief of Police.
- Possessing or using fireworks or explosive devices without the prior written approval of the UCSD Chief of Police.
- Possessing or using firearms or other weapons.
- Violating conditions imposed in disciplinary action.
- Violating conditions imposed in a written Notice of Emergency Suspension.
- Violating conditions imposed in a written Notice of Emergency Suspension.
- Violating conditions imposed in a written Notice of Emergency Suspension.
- Violating conditions imposed in a written Notice of Emergency Suspension.
- Violating conditions imposed in a written Notice of Emergency Suspension.
- Violating conditions imposed in a written Notice of Emergency Suspension.

RESPONSIBLE ACTION PROTOCOL (RAP)

The purpose of Responsible Action Protocol, or R.A.P., is to encourage students to seek medical assistance in the event of over-consumption of alcohol or drugs. This protocol was developed to promote campus wellbeing and safety, with the intention creating an environment where students are not afraid to contact administration or authorities in order to get help in dangerous situations.

Under R.A.P., a student receiving medical assistance and other students who may be involved will not be subject to the formal student conduct process if they meet certain conditions. For more information see the Muir Student Affairs Office or the Office of Student Conduct.

DRUGS:

Aspirin can be purchased at the College Center or the UC San Diego Bookstore, and penicillin or other prescription drugs will be ordered for you by a Student Health Center physician and can be purchased at the Health Center Pharmacy. So-called “recreational drugs” are another matter altogether. The state of California (and the U.S. government) have classified certain drugs and substances as illegal, and those laws apply fully to UC San Diego students, including on-campus residents.

Flagrant use of drugs, for instance marijuana, is bound to come to the attention of residential security or a police officer. Occasionally students with a “green thumb” try to nurture a cannabis specimen in their window. If you’re tempted to do so, just say no! Finally, being a student working your way through college is fine, unless you try doing it by being your friendly neighborhood dealer. Such entrepreneurship is, to put it mildly, frowned upon by the powers that be (to whose attention your behavior inevitably will come). See “Non-Academic Misconduct.”
WHAT MIGHT HAPPEN IF I AM ACCUSED OF NON-ACADEMIC MISCONDUCT?

- A written summary of the charges will be sent or handed to you. This summary will describe the nature, time, and place of the alleged incident. It will state the University regulation[s] allegedly broken, the name of the University official you should contact, a deadline by which to do so, etc. You should also receive a useful brochure titled “Essential Information.”

- At a preliminary meeting with the Dean of Student Affairs (or a member of the Student Affairs’ staff), s/he will review the complaint and evidence, describe University regulations and disciplinary procedures, listen to whatever you volunteer to say, discuss your options, and refer you to individuals who are available to give you counsel and advice. An informal resolution of the complaint will be discussed at this time.

- Informal resolution: Should you and the Dean of Student Affairs or staff member reach an informal agreement, then the penalties you accept will be imposed, and the process is concluded.

WHAT IF ATTEMPTS AT INFORMAL RESOLUTION ARE UNSUCCESSFUL?

- If an informal resolution is not reached, then the student exercises his/her right to a hearing before an appropriate hearing board or officer. Different “venues” and procedures may be involved, depending on the nature of the alleged misconduct. Muir College has a college-wide judicial board.

STUDENT RECORDS AND CONFIDENTIALITY

You are the owner of any records the University may have on you, and therefore you control the access to these records. The most important such record is your academic transcript, which the Registrar keeps and updates regularly. Copies of your current transcript will be sent off-campus only at your written request. (To prove your sincerity, you pay a small fee for the service.)

Muir’s Academic Advising Office has copies of petitions and other items that you have filed with the college, kept in your student file. Access to this file is strictly limited to those with legitimate educational interest (in practice, this means our Dean of Academic Advising, the Academic Advisors, and occasionally the Provost, Dean, or Assistant Dean of Student Affairs). Your file is open for your inspection, but if you ever bother to do so you’ll find that it contains no surprises.

On-campus residents should consult with the Muir Residential Life Office for information about living on campus at Muir College.

ALCOHOL CONSUMPTION:

Being on a university campus—and living in campus residential facilities—in no way negates California State Law regarding alcohol. State law prohibits the use of alcoholic beverages by anyone under the age of twenty-one. Campus policy further prohibits anyone from possessing or consuming alcohol—including beer—in public areas of campus, except under very carefully defined circumstances.

On-campus residents should check the Muir Residential Life Handbook or consult with the Muir Residential Life Office for information about further restrictions, such as UC SAN DIEGO’s infamous “zero tolerance” keg policy. The bottom line: if you are under twenty-one, Thou Shalt Not Drink at UC SAN DIEGO!
MUIR RESIDENTIAL LIFE

The Muir Residential Life Office is responsible for the needs of approximately 1500 residents living in the two high rise residence halls, Tenaya and Tioga, and in the Muir Tuolumne and Tamarack Apartments.

The residential complex is a fun and comfortable place to live; where residents develop friendships and learn about themselves and those who live with and around them. There are a wide variety of activities and programs that are implemented by the Muir residential life staff which includes 26 undergraduate house advisors (HAs), an Associate Dean/Director of Residential Life, and two Assistant Directors of Residential Life who all live in the complex. The staff encourages all residents to be active in developing and living in a community they enjoy and one which enhances their extracurricular learning.

Tenaya and Tioga Halls consist of 9 houses of two floors each, and are generally reserved for first year students, though returning students are a key part of the community. The Tuolumne and Tamarack Apartments are reserved for continuing Muir students. UCSD offers first year students a two-year guarantee for a space on campus (unfortunately, not always at Muir), through the room selection process in Spring quarter.

Any student can apply for on-campus housing through the central housing website. The Associate Dean/Director of Residence Life and Assistant Directors of Residence Life in the Muir Residential Life Office, are good campus resources for both residents and students not living on campus, and can answer any questions you may have about housing and residential life. They are all part of the Muir College Student Affairs staff and can be contacted by calling (858) 534-4200.

WELCOME TO THE MUIR COLLEGE CENTER

Unique to our campus, the Muir College Center is comprised of several student-staffed enterprises, lounges, outdoor seating, and meeting rooms. Physically and figuratively at the center of the Muir campus, the Middle of Muir student center is located on the ground level of Stewart Commons (named for Muir’s founding Provost, John L Stewart).

An integral part of the Muir community, the College Center is a college-directed, student-run, self-supporting auxiliary of UC San Diego. Staffed by welcoming and well-informed undergraduates, the College Center becomes a home away from home for students, faculty, staff and community members alike. More than just a series of buildings, it is a place where one can study, relax, meet with professors, make new friends, or investigate the many opportunities and activities available at Muir and UC San Diego.

Most students will visit the College Center sometime during their tenure at UCSD. We are constantly looking for new products and services to aid the community we serve. Several ideas are on the table so tell us what you think. MOM’s phone number is (858) 534-4418.

WITHIN THE MIDDLE OF MUIR:

Middle of Muir: Known by most as MOM, this lounge offers couches, tables and chairs, communal computers and printer, and the MOM&POP Shop. Equipped with a stage and sound system, the Middle of Muir plays host to open mic nights featuring student talent, cultural music and dance performances by renowned artists, and a variety of other student and community programs. The Middle of Muir provides Specialty Baskets, delivering seasonal care packages directly to residents of Muir College; available at http://mom.ucsd.edu.

Muir Woods Coffee House: Bringing the quintessential coffee shop experience to UCSD, Muir Woods is the energetic heart of campus. A focus on product and people drives Muir Woods to be a favorite; drawing customers from across campus willing to hike hills for the best coffee on campus. Muir Woods carries fair-trade, organic coffee from a San Diego roaster (Café Virtuoso), premium tea (Tea Gallerie), and fresh local pastries (Baked in the Sun) all at prices everyone can love. The catalysts of this magic are the baristas (Muiristas) capable of carrying on scintillating conversations while they craft beverages and make sure you get to class on time.

MOM&POP Shop: The Middle of Muir Purveyor of Products is stocked with the essentials of college life and priced with students in mind. The student-staff (or MOMers) are happy to help you find blue (exam) books and scantrons, drink and snacks, sandwiches and salads, and a selection of exclusive Muir merch (especially those signature green sweaters). The MOM counter also sells items for Muir student organizations, such as club apparel and excursion and performance tickets; you will often see “sign up @ MOM”.

Glacier Point: This study lounge adjacent to MOM provides a quieter atmosphere conducive to group or individual studying with a large whiteboard and a variety of seating.

MEETING SPACES AT THE COLLEGE CENTER

(Only reservable by and for Muir-affiliated Student Organizations and House Advisors.)

Half Dome Lounge: filled with couches and equipped with a demonstration kitchen, this medium sized room hosts the many student meetings and Muir functions. (Located in Tuolumne Apartments.)

Mariposa Room: the largest of these spaces, equipped with multiple tables and chairs, a kitchenette, and built in audio/visual projection. (Located in Tamarack Apartments.)

Sequoia Room: a conference room ideal for smaller meetings and workgroups. (Located in Tamarack Apartments.)

El Portal: home to the MQ office, Muir Movie studio, and other student organization rooms. (Located in Stewart Commons.)
At Muir, it has become obvious that the students who seem happiest, accumulate strong GPAs, and persist through graduation are those who have found at least one co-curricular activity with which to supplement their academic pursuits.

On the following pages we provide a list of involvement opportunities open to all Muir students. They are complemented by close to 600 campus-wide student organizations. If anyone tells you “there’s nothing to do at UCSD,” they just haven’t opened their eyes!

COORDINATOR OF STUDENT ACTIVITIES

The Muir Student Affairs Office has a special staff member who focuses on student groups, organizations, and special events. Visit the office, located at Middle of Muir next to the community garden, for advice, assistance, or just to get acquainted, or call (858) 534-4965.

In this handbook you will find a list of Muir College traditions for each quarter. Some annual highlights include the Pumpkin Drop and Carnival, Family Weekend, Spirit Night, the Semi-Formal, Whale Watching, Casino Night, John Muir Week, Triton Day, Muirstock, and Commencement. There are a number of campus-wide special events, including several activities during Welcome Week (a huge fall festival, the “Unolympics”) and throughout the year (Triton Fest, Sun God Festival, etc). Read flyers posted in college kiosks and in the residence halls and apartments, check at MOM, the Dean of Student Affairs Office, and Campus Recreation for coming attractions, and read your MuirWords, (a weekly e-mail to every Muirson delivered to your UCSD account) and the Guardian regularly.

Just how can Muir afford to be so active, you ask? Muir was the first UCSD college to authorize a self tax (College Activity Fee) to increase college programs, activities, organizations, and productions. The $11 quarterly fee was approved in a referendum in Fall of 2009. The College Council distributes the money to college organizations and funds college events.

If you would like help deciding how you can get involved, talk with your House Advisor, other student leaders, or stop by and chat with any member of the Student Affairs staff.

MUIR’S COUNCILS & BOARDS

Muir College Council (MCC): includes eighteen student members (including two A.S. senators) plus the Dean and his/her designate. Some positions are elected or appointed in Spring quarter, but others are filled during the Fall. This important organization sets various college policies, presents Muir student opinion where it will do the most good, and spends over $90,000 a year on student activities and programs to make Muir great. Numerous appointments to campus-wide committees are made by MCC throughout the year. See the Dean of Student Affairs’ assistant for details in H&S 2126 or call them at (858) 534-3587.

Muir College Judicial Board (“J Board”): J Board serves as a fair and impartial peer hearing body for alleged non-academic university misconduct charges within the College. This is a great leadership opportunity for students considering a future in the field of law. Applications accepted during late Spring Quarter. See Assistant Dean of Student Affairs Ann Hawthorne for more information.

Muir Commuter Council (M3C): This council is comprised of students (open membership) who initiate and run special activities for the two-thirds of Muir students who live off campus. M3C is best known for hosting a biweekly free breakfast to Muir commuters. M3C also represents the Muir commuter population on important University issues relating to commuters such as parking, commuting, shuttle service, etc. If you commute to UCSD this is the perfect organization for you! Contact the Assistant Dean of Student Affairs, Ann Hawthorne.

Muir Residents’ Council (MRC): This council consists of representatives from each residential living area. The council sponsors dances, films, the annual Pumpkin Drop and Halloween Carnival. Muir’s Spirit Night entry, each quarter’s Burnout activities, etc. The council meets Monday evenings in Half Dome Lounge; all are welcome. Contact the Assistant Director of Residence Life, Tia Chea, in the Residential Life Office for info.

PRODUCTIONS & PUBLICATIONS

Muir College has several student publications, including the MQ newspaper, an annual literary magazine, and the Tramp—an environmental newsletter. See below for description and contact information.

A number of student newspapers are published on campus regularly, and others quite irregularly. Best known is the UCSD Guardian, a twice-weekly newspaper. A number of other special interest and student cultural groups publish occasional newspapers. All of these groups welcome your assistance. Check with the Center for Student Involvement (CSI) to learn how to make contact.

FOOSH: Full of laughs! Members will learn comedy improv techniques and perform comedy improv shows for the Muir and University community. If you like to laugh and make others laugh, this is a great organization for you. No experience necessary. Contact Assistant Dean of Student Affairs, Ann Hawthorne.

Muir Musical Ensemble: This group presents a major production to the community each Spring, in UCSD’s lavish Mandeville Auditorium. Past productions include Gypsy, RENT, Into the Woods, Joseph and the Amazing Technicolor Dreamcoat, Sweeney Todd, Sunday in the Park with George, The Mystery of Edwin Drood, Little Shop of Horrors, Cabaret, Once on This Island, How to Succeed in Business Without Really Trying, Company, Hair, Once Upon a Mattress, Urinetown, and Kiss Me, Kate. Contact Dean of Student Affairs, Patricia Mahaffey.


SOAR Performing Arts: The group presents original plays to the community each year. Actors, folks behind the scenes, even writers are welcome! Contact the Coordinator of Student Activities, John Weng.

OUTREACH & SERVICE ORGANIZATIONS

Muir Environmental Corps (MEC): This group participates in environmental activities at the college and elsewhere. These include clean-up work projects in the mountains, on streams and beach bluffs; supporting recycling efforts around the campus and environs; and various educational activities with UCSD faculty. MEC also produces the quarterly environmental newsletter, The Tramp. Contact Dean of Student Affairs, Patricia Mahaffey.

Muir Volunteer Program (MVP): This committee is composed of Muir students interested in service activities, e.g., helping at local soup kitchens, food and clothing drives, tutoring at a local elementary school, visiting senior citizens at a nearby nursing home, fund-raising for non-profit groups, and increasing...
awareness of community needs. Contact the Coordinator of Student Activities, John Weng.

**S.T.I.T.C.H. (Students Taking Initiative To Crochet Hats):** Each week students gather together and crochet hats and other items which they give to homeless shelters, children’s hospitals, and the elderly. You don’t know how to crochet? No problem, they will teach you! Contact the Coordinator of Student Activities, John Weng.

**Gourmet Muir:** Got culinary skills? Learn to be a top chef at Muir. This group meets weekly and plans cooking demonstrations, and shares food culture and anything else culinary! Contact the Director of the College Center, Justin Glover.

**Celebrating John Muir Week Committee:** Come help plan events to honor John Muir which includes the annual Muirstock Festival, an all-day event held in April that showcases well known bands! Members of the committee plan the week’s events, secure funding, select bands, set up day-time activities, and run the show. Everyone is welcome! Contact the Assistant Director of Residential Life, Sonia Rosado, and Coordinator of Student Activities, John Weng.

**Leadership Retreat Planning Committees:** These committees work with the Assistant Dean of Student Affairs and the Coordinator of Student Activities to plan the college's annual Winter and Spring student leadership training retreats. Contact Assistant Dean of Student Affairs, Ann Hawthorne.

**Muir Art Club (MAC):** This club is for people who have a common love for art and an ability to express themselves through art while making new friends. Contact the Coordinator of Student Activities, John Weng.

**Muir Bible Study:** This student org focuses on developing their relationship with God and serving the spiritual needs of Muir’s Christian students. Through weekly Bible studies, outreach events, community service projects, and simply hanging out, the members grow closer to each other and to God. Contact Assistant Dean of Student Affairs, Ann Hawthorne.

**Muir Croquet Team:** Each week, students gather on the Muir Quad to play nine-wicket croquet with the provost. It’s ever so much fun! Contact the Director of the College Center, Justin Glover.

**Muir’s Eventual Doctors (MED):** Are you considering a future in medicine or health but not sure if the field is right for you? This club is designed around medical discussions, presentations from prestigious keynote speakers, networking with other students, having fun, and much more. Join the club to find out more! Contact Assistant Dean of Student Affairs, Ann Hawthorne.

**Muir Organizing Board (MOB):** This essential college body allocates its very substantial budget in the most creative and fun ways imaginable. The activities it creates include dances, “Casino Night,” and subsidized off-campus excursions. Contact the Coordinator of Student Activities, John Weng.

**Semi-Formal Committee:** This committee plans the fabulous Muir Semi-Formal dance, usually scheduled for mid-Winter quarter. This is one of the biggest annual events at Muir. Contact the Coordinator of Student Activities, John Weng.

**Senior Week Committee:** Every Spring, a committee of graduating seniors meets to plan events to celebrate their upcoming, long anticipated graduation. Contact the Director of the College Center, Justin Glover.

**Tribe of Muir Transfers (TMT):** TMT has a family-like atmosphere and focuses on the concerns and needs of transfer students at Muir College. TMT plans social events and activities throughout the year. If you are a transfer student, you should join this organization! Contact Assistant Dean of Student Affairs, Ann Hawthorne.

**Triton Day Committee:** This committee organizes an all-day extravaganza to inform prospective Muir students about the college. The event occurs in April, in conjunction with campus-wide activities. The committee plans the schedule, which typically includes tours, outdoor activities, entertainment, and information sessions about Muir College’s academic and student affairs resources. To participate contact the Coordinator of Student Activities, John Weng.

**Weekends at Muir (WAM):** Dedicated to providing fun and engaging activities for all Muir students on the weekends, WAM also hosts monthly Muir Unplugged Open Mic. Contact the Director of the College Center, Justin Glover.

**Welcome Week Committee:** Muir’s Welcome Week Committee is responsible for planning every aspect to make it one of the most memorable experiences of your college career. From selecting an Unolympic theme to choosing the nightly entertainment, the Welcome Week committee makes it all happen! Planning starts during the winter quarter. Contact the Coordinator of Student Activities, John Weng.

**Yo Yo Muir:** Learn the latest yo yo tricks with this group. Meets in the Muir Quad. Contact Assistant Director of Residence Life, Tia Chea, in the Muir Residential Life Office for more information.
MENTORSHIP PROGRAMS

Muir Peer Mentorship Program: This program is designed to acquaint first-year students to UCSD, build a unique bond between first-year Muir students and upper-class Muir students, encourage involvement and knowledge of Muir traditions and activities, and successfully transition first-year students from high school to the rigors of the University environment. Contact Assistant Dean of Student Affairs, Ann Hawthorne.

Dine with a Prof/Coffee with a Prof

UCSD’s Dine with a Prof and Coffee with a Prof programs allow undergraduates to take a professor or graduate teaching assistant of their choice to coffee or lunch for free. The program is intended to foster informal, out-of-classroom interactions between students and professors while giving students the opportunity to experience a professional dining atmosphere at the UC San Diego Faculty Club, or a more casual setting of Zanzibar @ the Loft or one of six coffee carts on campus, including Muir Woods Coffee House.

Students can sign-up and obtain a program meal card at the Student Affairs Office during the academic year.

EMPLOYMENT/LEADERSHIP OPPORTUNITIES

College Center Assistants: Middle of Muir hires two dozen students each year to run the College Center (MOM&POP and Muir Woods). They are selected in a rigorous screening process and serve the following academic year. In addition to their jobs, they advise the Center Manager about possible new programs and services. Contact the College Center Director, Justin Glover, for more information.

House Advisor Selection Committee: The Residential Life Office organizes and trains this group of students each year to assist in the selection of next year’s HAs. An excellent experience for students who will ever apply for any job, anytime, anywhere! Contact the Assistant Director of Residence Life, Sonia Rosado, in early Winter quarter.

House Advisors (HAs): Twenty-six positions are available in the Muir residence halls and apartments. HAs hold responsibility for programming, peer counseling and academic advising, administrative functions, and on-call duty in the halls and apartments. The Residential Life office conducts the application process, which starts in November for positions beginning the following September. Muir students may also apply for resident advisor positions at the other UCSD colleges. Contact the Assistant Director of Residence Life, Sonia Rosado.

Orientation Leaders (OLs): Each year Muir College hires sixteen students to serve as OLs to assist new students at the Freshman Orientation programs in late June and mid-September. OLs are the “first friends” for many of Muir’s newest students and they spend countless hours answering some of the most outrageous questions new students and parents ask about UC San Diego, Muir, academics, residential life, the meaning of life, etc. OLs participate in weekly training during the Spring quarter and are provided with room and board during the Orientation programs in June. Applications are available in early Winter quarter for the following June orientation programs. Contact the Muir Academic Advising Office for details.

College Interns: Muir hires several student interns to help support programming and community building efforts at the college. A number work with the Student Affairs Office, one specifically for Outreach & Support of our international and out-of-state students and two for all Muir students. While others work with the Coordinator of Student Activities and on graphic design projects. See the Muir Student Affairs Office for more information.
TIPS FOR COMMUTERS

This Guide will help you with the ins and outs of commuting. Covering everything such as lounges, dining facilities, coffee shops, parking tips, downtime, and even commuter benefits! Best of all, this information is brought to you by commuter students—“the ones” who have already mastered the fine art of finding the best parking spot, free food, and much more. Enjoy the commuter benefits NOW that usually come from years of experience!

GET INVOLVED AT MUIR COLLEGE AND UCSD

With over 30 student organizations, Muir College offers a variety of ways for you to connect to the college. For a complete listing check out the Student Involvement section of this handbook.

COMMUTERS

Come to a Muir College Commuter Council (M3C) event! If you commute to campus, this is the organization for you. Participate in fun activities, receive discounted tickets for events and meet other commuters!

All Campus Commuter Board (ACCB): Are you living off campus and interested in planning FREE activities for all commuter students? Are you motivated to make a difference in solving problems commuters face daily? Join the All Campus Commuter Board. Find out more information about ACCB meeting times, e-mail commuter@ucsd.edu.

CENTER FOR STUDENT INVOLVEMENT (CSI)

• Learn about the over 600 campus-wide student organizations by visiting the Center for Student Involvement’s Website: http://getinvolved.ucsd.edu.

UCSD RECREATION

• Take a Rec Class! For more information about the enormous selection of Rec classes check the Recreation Website: http://recreation.ucsd.edu.
• Join an Intramural (IM) sport! If you’d like to play softball, basketball, soccer, floor hockey, volleyball, and inner-tube water polo.
• Enjoy the outdoors! How about canoeing the Colorado River or rock climbing in Joshua Tree? Visit Outback Adventures for more details.
• Workout for free! The use of the UCSD sports facilities is FREE for all UCSD students. If you like to work out, you’ll have the choice of three weight rooms and workout areas to choose from. Check the Sports Facilities Website for hours of operation: http://sportsfac.ucsd.edu.

BENEFITS TO COMMUTERS

OK, so you’re a commuter. You’ve spent many hours in traffic by the end of the week. You deserve at least a little lovin’! Here are a couple on-campus benefits that you should definitely take advantage of:

• Commuter Welcome Lunch during Welcome Week. It’s free food! Need we say more?
• Biweekly M3C breakfasts (Half Dome Lounge). Get free coffee, bagels, cereal, fresh fruit, pastries, and much more.
• Bus sticker and A.S. Safe Rides: Bus stickers get commuters free bus rides – usually come from years of experience!

With over 30 student organizations, Muir College offers a variety of ways for you to connect to the college. For a complete listing check out the Student Involvement section of this handbook.

UCSD RECREATION

• Take a Rec Class! For more information about the enormous selection of Rec classes check the Recreation Website: http://recreation.ucsd.edu.
• Join an Intramural (IM) sport! If you’d like to play softball, basketball, soccer, floor hockey, volleyball, and inner-tube water polo.
• Enjoy the outdoors! How about canoeing the Colorado River or rock climbing in Joshua Tree? Visit Outback Adventures for more details.
• Workout for free! The use of the UCSD sports facilities is FREE for all UCSD students. If you like to work out, you’ll have the choice of three weight rooms and workout areas to choose from. Check the Sports Facilities Website for hours of operation: http://sportsfac.ucsd.edu.

LOUNGES

Sometimes students enjoy a place to study in a more social atmosphere, while others prefer a traditional, quiet atmosphere. Here’s a list of lounges that provide a wide variety of study atmospheres, from the more reserved library, to the busier Price Center.

• Muir Quad on green tables or on the lawn
• The Middle of Muir (MOM)
• Commuter Lounge in the Price Center
• Geisel Library
• Price Center Plaza
• East Room of Mandeville Auditorium
• Benches outdoors near Earl’s Place
• International Center
• Revelle Fountain, outside near York Hall
• Price Center Sun God Lounge
• Benches near Warren Lecture Hall
• The Hump, between Muir and Revelle campuses
• Sun God Lawn
• Ocean View Lounge

DINING FACILITIES

Here are places to grab a bite on the run to class or to sit and relax:

• Pines at Muir
• Oceanview Terrace at Marshall College
• Canyon Vista at Warren College
• Price Center restaurants offer plenty of options to choose from, including Rubios, Subway, Jamba Juice, Round Table Pizza, Panda Express, Shogun Japanese, Espresso Roma, Burger King, Santorini Island Grill, Tapioca Express, and Bombay Coast.
• Roots. Great Vegan and Vegetarian food at Muir.
• Student Co-Op. Cheap bagels and a good cup of soup. Offers many organic food choices.
• Hi Thai (in the Original Student Center)

COFFEE SHOPS

Which student can function without caffeine? Here are some of our top choices for caffeinated beverages:

• Muir Woods Coffee Shop, MOM, and Geisel Library. Each has its own atmosphere and noise level so it all depends on your preferences.
• Need to kill some time between classes? Get an on-campus job! UCSD Career Services Center has a complete listing of available on-campus jobs plus much more. http://career.ucsd.edu.
• Don’t want to carry cash around campus? What to do? Open a Triton Cash Account. Triton Cash is a no-fee debit account. You can determine the amount of money to deposit into the account. The Triton Cash card can be used at the bookstore and just about all eateries on campus. Check this Website http://hds.ucsd.edu to learn more!

Visit http://tritonlink.ucsd.edu for a complete listing and description of all the valuable campus services available to you.
PARKING TIPS

Sometimes something as little as finding a good parking spot can make your day flow better. Start your day the right way with these tips:

- Order Parking Permits now (or at least before the quarter starts) so you don’t have to wait in a long line. Call (858) 534-4223 or go to http://parking.ucsd.edu
- Get here early (before 7:30 a.m.) if you want a spot near classes. Otherwise there are lots farther away from campus with shuttles that take you to the campus, including East Parking and Regents which both have shuttles to Price Center.
- Carpool! There is more space to park, and better quality spots.
- Motorcycles: Lower prices on permits and better spots.
- La Jolla Shores (two-hour parking): Ideal for those students who don’t want to purchase a permit.
- Night permits are less expensive.
- Avoid lots near Residential Halls at night ... not much space (unfortunately, this includes the lot closest to Muir).
- Parking is available off campus (La Jolla Shores after 6:00 p.m.).

- With an “S” permit you can park in “B” and “A” spaces after 4:30 p.m. Monday through Friday until 7:00 a.m. the following day.
- Don’t park in reserved spots: you’re begging for a ticket.
- Permits are not required on weekends.

SPARE TIME?

Let’s face it, it’s almost impossible to have an ideal schedule, and chances are you will find yourself with time to spare between your classes. Below we have listed some fun, and many free, activities to help you pass the time.

- Middle of Muir. Watch TV, surf the web, or play pool for free.
- Game room (above Price Center). Games include pool, table tennis, chess, and more.
- Laptop with wireless connection. A great way to work, check e-mail, surf the web, etc.
- UCSD Extension classes
- Recreation Classes (RIMAC, Canyon View & Main Gym). Rec. classes range in prices; pick up a catalog on campus.
- Rock climbing (Canyon View)
- Swimming pools at the Rec. Gym, Main Gym, and Canyon View.
- Stuart Art Collection. Discover pieces located all over campus.
- Film reserves (In Geisel Library). The reserves have a wide variety of movies. Show your student I.D. to check them out for free, but you have to watch them in the library.
- Birch Aquarium (take shuttle at Mandeville Loop to be dropped off at Scripps). Don’t miss out on an opportunity to visit the aquarium just down the street from campus.
- University Town Center (UTC) and La Jolla Village Square. These are great places to shop and relax.
- Surfing. Free, fun, and right down the street! Take your mind off classes for a couple of hours. Surf lessons are offered through Outback Adventures.
**Muir Calendar**

**Some Traditional Muir Events**

**September**

Welcome Week; This is the period of time at the start of Fall quarter between the opening of residence halls and the first day of classes. A series of special Muir College events are interspersed with campus-wide events of all sorts. Students who attend Welcome Week seem to adjust to college life more easily, and survive the greater numbers. Here’s a preview of some events to look for:

- Involvement Session and Fair
- Hypnotist Show
- Unolympics
- All Campus Transfer Welcome
- Convocation

**October**

Muir’s Annual Halloween Carnival & Pumpkin Drop: A smash-hit Muir tradition is the annual Halloween event in which a huge (as large as 500 pounds!) pumpkin (named and stuffed with candy) is tossed to the ground by various college luminaries from the penthouse balcony of Tioga Hall.

- Family Day
- House Intramurals: Sign up with your house to compete in inner tube water polo; see your H.A. for more information.
- Scream Zone

Academic Advising Upcoming Information & Programs:

- Dartmouth Exchange
- Planning for Pre-Health
- Double Majors and Minors

**November**

- Casino night
- Application for House Advisor positions available

Academic Advising Information & Programs:

- Winter Quarter Registration Workshops for Freshmen
- 2-Pass Enrollment in Winter quarter classes: weeks 6-9

**December**

- Muir College Commuter Council (M3C) Burnout: Commuters take a break from your studies and spend a couple of hours at Leucadia Pizzeria. M3C spends as much as $700 on tasty appetizers to feed you at no cost!
January

• All-Campus Martin Luther King Jr. Parade
• Muir Inspiring Leaders Conference
• Spirit Night
• Triton Jam

Academic Advising Information & Programs:
• Dartmouth Exchange
• Caledonian Banquet: John Muir College founded the Caledonian Society as a means of recognizing our best Junior and Senior honor students - those who have earned a grade point average of 3.8 or higher with a minimum of 44 graded units at UC San Diego.
• Academic Probation/Subject to Dismissal Information
• Orientation Leader Information Session
• Freshmen & Transfer Orientation Leader Applications Available
• Undeclared Majors Event

February

• Martin Luther King Jr. Lunch: Muir College commemorates Martin Luther King Jr. and the struggle for Civil Rights with celebratory lunch.
• House Intramaurals: Signs up with your house to compete in Dodgeball: see your H.A. for more information.

Academic Advising Information & Programs:
• Orientation Leader Interviews
• 2-Pass Enrollment in Spring quarter classes: weeks 6-9

March

• Burnout Center: (See Fall quarter description)
• Muir College Commuter Council Burnout Center: (See Fall quarter description)
• Muir Semi-Formal Dance
• Announcements of House Advisor staff

April

• Triton Day
• John Muir Week: Each year Muir College celebrates the birthday of its namesake (April 21) with a week or more of special events, including concerts, films, lectures, games, and parties. Watch for the special schedule of events in MuirWoods.

May

• Muirstock: One of Muir’s proudest traditions! Students enjoy a concert-like atmosphere right at home in the center of the Muir Quad with music, free food, and carnival festivities.
• Muir Musical
• House Sports Tournaments: See your H.A. for more information.

Academic Advising Information & Programs:
• Dartmouth Exchange
• Summer School workshop
• Muir Graduation and Commencement information

June

• Burnout Center: (See Fall quarter description)
• Muir College Commuter Council Burnout: (See Fall quarter description)
• Muir Semi-Formal Dance
• Commencement Ceremony
IMPORTANT INFORMATION

Academic Advising, Muir College 534-3580
Academic Internship 534-4355
aip.ucsd.edu
Admissions & Relations with Schools 534-4831
admissions.ucsd.edu
Alumni Association 534-3900
alumni.ucsd.edu
Associated Students 822-3553
as.ucsd.edu
Athletics 534-4211
athletics.ucsd.edu
Birch Aquarium at Scripps 534-FISH (3474)
aquarium.ucsd.edu
Bookstore 534-READ (7323)
ucsandiegobookstore.ucsd.edu
Calendar of Events 534-2230
calendar.ucsd.edu
Campus Operator 534-2230
Career Services Center 534-3750
career.ucsd.edu
Central Cashiers Office 534-3725
Center for Ethics and Spirituality 534-2521
https://students.ucsd.edu/well-being/_organizations/ethics-spirituality/index.html
Center for Student Involvement 534-0501
https://students.ucsd.edu/student-life/_organizations/student-involvement/index.html
Counseling & Psychological Services 534-3755
caps.ucsd.edu
Cross-Cultural Center 534-9689
ccc.ucsd.edu
Directions/Maps 534-2230
maps.ucsd.edu
Directions to Campus 534-2208
Emergency Number, Muir Residential Life (HA on duty) 534-DUTY (3889)
Emergency UCSD Police 534-HELP (4357)
Escort Service 534-WALK (9255)
police.ucsd.edu/docs/cso.htm
Financial Aid Office, Student 534-4480
fao.ucsd.edu
Health Service/Insurance, Student 534-3300
studenthealth.ucsd.edu
Housing Office, Central 822-6274
housing.ucsd.edu
Intergroup Relations Program 534-6708
http://registrar.ucsd.edu/catalog/10-11/front/cs-irp.html
International Center 534-3730
icenter.ucsd.edu
Legal Services 534-4374
sls.ucsd.edu
Libraries 534-3336
libraries.ucsd.edu
LiveWell, student wellness 822-7551
wellness.ucsd.edu
Middle of Muir (MOM) 534-4418
mom.ucsd.edu
Music Department/Concert Hotline 534-3230
music.ucsd.edu
Office for Students with Disabilities 534-4382
osd.ucsd.edu
OASIS (Office of Academic Support & Instructional Services) 534-3760
oasis.ucsd.edu
Off Campus Housing Office 822-4987
offcampushousing.ucsd.edu
Poison Control Center (619) 543-6000/(800)-222-1222
Police 534-HELP (4357)
police.ucsd.edu
Prevention of Harassment and Discrimination 534-8298
ophd.ucsd.edu
Price Center/University Center 822-4987
universitycenters.ucsd.edu
Programs Abroad 534-1123
pao.ucsd.edu
Recreation 534-4037
recreation.ucsd.edu
Registrar’s Office 534-3150
registrar.ucsd.edu
Residential Facilities Managers Office—The Village 534-4202
Residential Life Office, Muir 534-4200
http://muir.ucsd.edu/reslife/index.html
Resource Center, Lesbian Gay Bisexual Transgender 822-3493
lgbt.ucsd.edu
RIMAC 534-4037
sportsfac.ucsd.edu/facilities/rimac/
Scripps Institution of Oceanography 534-3624
scripps.ucsd.edu
Muir Student Affairs Office 534-3587
Student Business Services 822-4727
Summer Session 534-5258
summersession.ucsd.edu
Theatre and Dance Box Office 534-3791
theatre.ucsd.edu
Thornton Hospital 657-7000
health.ucsd.edu/locations/thornton.asp
Tours 822-4750
admissions.ucsd.edu/tours
Transportation and Parking Services 534-4223
parking.ucsd.edu
Triton Cash Account 534-7587
tritoncash.ucsd.edu
UCSD Medical Center 657-7000
health.ucsd.edu
UCSD TV 534-3535
ucsd.tv
University Art Galleries 534-2107
universityartgallery.ucsd.edu
University Events Box Office 534-TIXS (8497)
ucsdboxoffice.com
University Extension 534-3400
extension.ucsd.edu
Notes: