



OFFICE OF THE REGISTRAR

[ABOUT](#)

[CALENDAR](#)

[FEES](#)

[ENROLLMENT](#)

[RECORDS](#)

[QUICK START GUIDE](#) 

[Home](#) » [UCSC General Catalog](#) » [Campus Life](#)

[2014–15 General Catalog](#)

[Chancellor's Welcome](#)

[About](#)

[Fields of Study](#)

[Calendar](#)

[Undergraduate Admission](#)


[Undergraduate Expenses](#)

[Undergraduate Academic Program](#)

[Graduate Studies](#)

[Resources for Learning and](#)

[Research](#)

[Campus Life](#) 

[Student Life](#)

[The Colleges](#)

[Programs and Courses](#)

[Teaching and Administrative Staff](#)

[Appendixes](#)

[Archive of General Catalogs](#)

[Nondiscrimination Statement](#)

[Search the Catalog](#)

Campus Life

- [The Colleges](#)
- [Student Life](#)



OFFICE OF THE REGISTRAR

[ABOUT](#)[CALENDAR](#)[FEES](#)[ENROLLMENT](#)[RECORDS](#)[QUICK START GUIDE](#)[Home](#) » [UCSC General Catalog](#) » [Campus Life](#) » [Student Life](#)[2014–15 General Catalog](#)[Chancellor's Welcome](#)[About](#)[Fields of Study](#)[Calendar](#)[Undergraduate Admission](#)[Undergraduate Expenses](#)[Undergraduate Academic Program](#)[Graduate Studies](#)[Resources for Learning and](#)[Research](#)[Campus Life](#)[Student Life](#)[The Colleges](#)[Programs and Courses](#)[Teaching and Administrative Staff](#)[Appendixes](#)[Archive of General Catalogs](#)[Nondiscrimination Statement](#)[Search the Catalog](#)

Student Life

[2014–15 General Catalog](#)

Student Life

Campus life is all about learning, discussion, and debate; meeting people from diverse backgrounds; making new and lasting friendships; attending cultural celebrations and artistic and musical performances; and getting involved with student organizations and clubs. UCSC provides a wealth of opportunity for personal growth within the context of a rich and meaningful academic experience. You will live, study, and socialize with students from your college as well as with students from the other colleges. UCSC's colleges (see [The Colleges](#)) and various campus units provide a wide range of student services to respond to individual needs, interests, and levels of personal development. In addition, students can take advantage of the campus's stunning natural setting, the friendly and engaging local community, and easy access to the Monterey and San Francisco Bay areas.

Santa Cruz Community

Located on the northern tip of Monterey Bay, Santa Cruz is famous for its Mediterranean climate, forested state parks, and miles of scenic beaches. Recreational opportunities abound—hiking through redwood forests, bicycling along mountain roads, and surfing, sailing, and scuba diving. The Santa Cruz Mountains are minutes away; the majestic Sierra Nevada is a four-hour drive to the east.

The metropolitan centers of the San Francisco Bay Area are easily accessible. By car, Berkeley and San Francisco are less than two hours from campus. San José, Monterey, and Carmel are one hour away.

The city of Santa Cruz, with a population of about 60,000, was originally founded as a Spanish mission. Santa Cruz is a small community with cosmopolitan appeal and a strong awareness of environmental and political issues. Art exhibits, local theater companies, a symphony orchestra, fine restaurants, and a lively contemporary music scene combine to make Santa Cruz an interesting place to live.

Housing

College Residences

UC Santa Cruz combines the resources of a world-class public research university with a distinctive undergraduate experience characterized by our college system. Each college is a vibrant living/learning community supported by faculty and staff who provide academic support, organize student activities, and sponsor events that enhance the intellectual and social life of the campus. After accepting the UC Santa Cruz offer of admission, all undergraduate students become affiliated with one of our 10 colleges.

The colleges differ in academic focus, environment, location, architecture, and programs offered. However, all 10 colleges are dynamic, engaging learning communities that offer

opportunities for students to help build and shape their experiences. About 45 percent of single undergraduate students live in university housing.

Freshmen and new transfer students entering in fall quarter are guaranteed university housing for their first two years at UCSC. All deadlines must be met to qualify for guarantees.

Students accepting the offer of admission to UC Santa Cruz must complete the online acceptance process at [MyUCSC](#). During the acceptance process you will be asked to indicate several college preferences. You may also choose to indicate “no preference,” as many students do, meaning that you will be fine with any of our 10 colleges. After you have completed the acceptance process, and after the acceptance deadline (May 1 for freshmen; June 1 for transfers), the Office of Admissions will affiliate you with a college. The college assignment takes into account available space at each college and the preferences you have indicated. Once you have been affiliated with a college, you will be sent information about the housing options available to you and instructions for completing the online housing application/contract process. Housing application periods open in mid-May for new freshmen and mid-June for new transfers entering in the fall.

The housing options available to you will differ depending on whether you are a new freshman or a new transfer student—though all students have access to campus dining facilities. Freshmen are generally assigned to live in residence halls at their college, except at Kresge College, which has all apartments. Residence hall floors are typically shared by 15 to 50 students and have common bathrooms and lounge areas. Students can request to live in a coed or single-gender area. Gender-neutral rooms are also available. Apartments, typically shared by four to seven students, have common living/dining rooms, kitchens, and bathrooms, and a combination of shared and private bedrooms. Each community provides accessible housing for students with disabilities. Incoming transfer students reside at the Transfer Community, The Village, or the University Town Center, regardless of college affiliation.

A variety of theme-housing options are available for those who are interested. Based on academic pursuits, hobbies, individual backgrounds, and lifestyle preferences, these living/learning options serve to complement a student’s experience in residence.

Each college’s residential program is a team effort. Professional staff (coordinators of residential education) work with students trained as resident assistants. They help organize activities and events, provide referral information about academic or personal concerns, and assist with roommate problems.

All housing contracts for residence halls and apartments at the colleges, and at the Transfer Community, include meal plans. Students with meal plans may use their student ID cards to access any of the five dining halls on campus. Meal plans include Flexi Dollars (a dollar-for-dollar exchange for “food dollars” that can be used at college coffee shops, campus restaurants, and all dining halls). Additional Flexi Dollars may be added to any meal plan.

For more information on the colleges, refer to the brochure titled [UC Santa Cruz, The Colleges: Communities of Learning](#), or contact the campus [Housing Office](#).

Redwood Grove Apartments

Located on the west side of campus between Kresge College and Graduate Student Housing, Redwood Grove is an apartment community primarily for continuing seniors and juniors. Each apartment has private and shared bedrooms and a living room, kitchen, dining room, and bathroom. Call (831) 459-2977 or e-mail redwoodgrove@ucsc.edu for more information.

The Village

Located in the Lower Quarry, The Village houses a mix of continuing, transfer, re-entry, and graduate students. Each of the 17 houses features nine single bedrooms, three bathrooms, and a kitchenette. A meal plan is optional. A manager’s apartment, office, laundry facility, community kitchen, and community lounge are located on site. Call (831) 459-4388 or e-mail village@ucsc.edu for more information.

University Town Center

The University Town Center (UTC), located at the corner of Pacific and Cathcart in downtown Santa Cruz, provides housing for continuing and transfer students in two- and three-person studio apartments. A meal plan is optional. Call (831) 459-4388 or e-mail utc@ucsc.edu for more information.

Family Student Housing

Family Student Housing, located on the west side of campus, has apartments for students and their families. Students must reside with at least one eligible family member on a permanent, full-time basis. Eligible family members include children, a spouse or adult partner, a parent, or a sibling. The apartments are unfurnished, and each has two bedrooms, a bathroom, a small study, a combined living/dining area, and a kitchen. Several apartments are accessible to people with mobility impairments. Call (831) 459-4080 or e-mail fsh@ucsc.edu for more information, or download an application at housing.ucsc.edu/fsh. Also, see information on childcare and youth programs, [below](#).

Camper Park

The 42-space Camper Park on the north side of campus is available to students who own recreational vehicles. All have water and electrical hookups; eight also have sewer hookups. The community includes a small central facility with rest rooms, showers, a meeting room, and a laundry room. For more information about the park and the vehicle requirements, or to request an application, call (831) 459-4388 or e-mail rvpark@ucsc.edu.

Graduate Student Housing

Four-bedroom apartments for single graduate students are located on the west side of campus, between Kresge College and the Baskin Engineering Building. Call (831) 459-5712 or e-mail gradhsg@ucsc.edu for more information.

Campus Housing Office

This office is responsible for the application and contract records for all single students living in campus residence halls and apartments, The Village, University Town Center, and Graduate Student Housing. Staff are available to advise students about room and board billing, payment plans, and contractual responsibilities. Students can purchase meal plans or Flexi Dollars online at [Student Housing Online](#).

Centrally located at 104 Hahn Student Services Building, the Campus Housing Office is open 8 a.m. to 5 p.m. Monday through Friday, (831) 459-2394; e-mail housing@ucsc.edu; Web: housing.ucsc.edu.

Community Rentals Office

Students interested in finding their own accommodations in the off-campus community are encouraged to use the resources available through the UCSC Community Rentals Office. Community Rentals maintains online rental listings to assist students in locating rental housing and serves as an information and advising resource.

Locating suitable housing in the Santa Cruz area can take from one to four weeks, depending on specific requirements and restrictions. Average rental rates are available at housing.ucsc.edu/cro/costs.html.

The Community Rentals Office, located at 104 Hahn Student Services (North Entrance), is open 8 a.m. to 5 p.m., Monday through Friday. For information, call (831) 459-4435; e-mail communityrentals@ucsc.edu; web: communityrentals.ucsc.edu

The Sustainable Living Center (SLC) at UCSC

The Sustainable Living Center's mission is to develop a model Action Education Center at UC Santa Cruz where a diversity of students engage meaningfully with food systems sustainability and justice through experiential learning. We believe that through community-based learning students will become leaders, educators, and engaged agents of change and embody the values of environmental consciousness and social justice to create a more sustainable world.

The SLC is located in The Village of the Lower Quarry on campus. It is home to the Program in Community and Agroecology (PICA) and Friends of the Community Agroecology Network

(FoCAN). At the SLC, students from diverse majors are engaged in projects that include food production, ecological landscaping, green building, alternative trade systems, and much more.

At the SLC, young people learn the necessary skills and tools to become leaders in educating and engaging communities in sustainable and equitable food systems. We follow an educational model in which students engage in project-based learning, gain experience through community internships, and use the knowledge they gain from their internships to educate others in the student community.

Sustainable Living Center Programs

[Program in Community and Agroecology \(PICA\)](#), an academic program of the Environmental Studies Department, is an experiential living/learning program at UCSC where students use agroecology principles in the maintenance of a half-acre organic garden, work together to develop community projects, and share in the many aspects of sustainable living—by harvesting, cooking, and eating healthy food grown organically right next to their rooms. Through a unique collaboration that integrates classroom instruction and community-based experience, PICA has become a model for an experiential learning program that allows students to practice sustainability at a hands-on level.

On-campus living at PICA. The PICA residential program offers students an alternative to traditional on-campus living. At the Village in the Lower Quarry, students from across academic disciplines come together to create a sustainable living environment on campus. PICA residents grow organic food at the nearby Foundational Roots Garden, come together to share in weekly community meals, and manage a Village-wide composting program. This living/learning experience allows students a way to link healthy communities with healthy food systems.

Friends of CAN (FoCAN) is a UCSC student organization affiliated with the Community Agroecology Network (CAN), a nonprofit organization that works with partner communities in rural Mexico and Central America to develop self-sufficiency and sustainable farming practices. CAN promotes integrated approaches to sustainable community development as a means to sustain rural livelihoods and environments through three programs: Action Education, Trade Innovations, and Action Research Initiatives. CAN's Field Study opportunities, intercultural exchanges, research, and the annual Agroecology Shortcourse inspire action for environmental sustainability and social justice.

Field Studies. The CAN Field Study program provides college students and recent graduates the opportunity to live and learn in rural Mexico and Central America. It offers students a realistic first step in doing international work that focuses on environmental sustainability and social justice. In developing close relationships with a rural community and working with them on a project, students come to understand the complexity and satisfaction of engaging meaningfully in international community development. CAN also offers local internship and volunteer opportunities to students interested in engaging with community projects connected to CAN's international partners in Mexico and Central America.

Together PICA and FoCAN facilitate hands-on learning activities that engage students with all aspects of a sustainable food system—from growing organic food that supports local communities to conscious consumerism on a global level.

For further information, contact Mira Michelle at mmichell1@ucsc.edu. web: <http://ucscpica.org>

Student-Run Cooperatives

Kresge Food Co-op

Mission statement: "We are a group of students whose goal is to run a natural food store through consensus decision-making and group responsibility. We embrace cooperation as our tool for social change. We are not for profit; we are for collective power. As a cooperative business we seek to educate all members of the community, including ourselves. We use our buying power to reflect our ideals regarding ecological, social, and political issues. For this reason we carry healthful, locally based, cruelty-free, organic products. We focus on products that are good for the earth, the people who produce them, and the people who consume them. Open to all, we provide a space where good food and

revolutionary action meet at the checkout line.” Call (831) 426-1506 for more information.

Bike Co-op

The Bike Co-op is student owned and operated, run cooperatively, and nonprofit. Whether you need to purchase a bike, repair a bike, or want to learn, the co-op can accommodate your needs. People are encouraged to attend meetings, learn more about cooperatives, and get involved. The Bike Co-op is located at the Student Union. For information, come by or call (831) 457-8281.

Transportation and Parking Services (TAPS)

The UC Santa Cruz campus is designed to preserve the natural beauty of our magnificent setting and strives to minimize automobile traffic and congestion. Because parking is such a limited resource, the majority of campus parking spaces are available only to commuting students, faculty, staff, and visitors. UCSC has a parking prohibition for first and second year residential students; students with fewer than 90 units who live in university housing facilities are not eligible to purchase a campus parking permit. Parking regulations are strictly enforced; all students who bring a car to campus must purchase a permit in advance. UCSC requests that students not bring vehicles to campus if they are not eligible to purchase an on-campus parking permit. For additional information, visit <http://taps.ucsc.edu/>.

Transportation Options

Airports and Long-Distance Bus Service: The nearest commercial airport is in San José, approximately 35 miles from Santa Cruz. The San Francisco Airport is about 70 miles from campus. Both airports are accessible by commercial van and limousine services. Santa Cruz is also served by commercial bus lines on a regularly scheduled basis.

Campus Transit: On-campus buses and paratransit services are provided on a no-fare basis; these services are supported by the mandatory Student Transit Fee. TAPS buses operate on campus from approx. 7:30 a.m. to 11:30 p.m. Monday through Friday, and from 6:00 p.m. to 11:30 p.m. on weekends. TAPS also operates a Night Owl service to transport UCSC affiliates between the campus and downtown Santa Cruz. The Night Owl operates until 1:15 a.m. Sunday through Thursday, and until 2:50 a.m. on Friday and Saturday.

Metro Buses: Santa Cruz Metro Transit District is the bus service provider for Santa Cruz County. Metro operates over 35 bus routes throughout the county, including six routes to and from UC Santa Cruz. UCSC students can ride Metro buses throughout the county by showing a student ID card with a current quarter validation sticker; no additional fare is required to ride.

Bike Program: TAPS offers a variety of programs to support those who choose bicycles as their main mode of travel, including over 3,500 bike-rack spaces, bike "fix-it" stations, free weekly bike repair and maintenance clinics, free (required) bike licensing, and free morning bike shuttles that run from two off-campus locations up to campus. Popular student-run bike services include the Bike Library (where you can borrow a bike on a quarterly basis for free) and the Bike Co-op (a not-for-profit, full-service bike shop located near the Bay Tree Bookstore).

Car Sharing: Zipcar is a membership-based car share program that allows students 18 and over to rent cars on campus on an hourly or daily basis. Use fees start at \$8 per hour and include all vehicle fees, gas, insurance, mileage, and reserved parking on campus. Members have access 24 hours per day to 18 vehicles—ten on campus and eight at other nearby Santa Cruz locations. For detailed information, visit <http://www.zipcar.com/ucsc>.

Ridematching: Zimride is a social networking ridematching program exclusive to the UCSC community. You can find someone to share your regular commute or one-time trip through Zimride, even if you don't have a car—just post the ride you need. If you have a car, you can share your Zipcar trip with others and save on costs. For more information, go to <http://zimride.ucsc.edu>.

Walking: UC Santa Cruz is one of the most beautiful campuses in the world, and the best way to experience it is on foot! Walking is the single most sustainable means of getting around (and often the most direct way, as well) so be sure to bring a pair of sturdy walking

shoes. A walking map of the campus is provided to all new students.

Student Health Services

Located on McLaughlin Drive across from Colleges Nine and Ten, the Student Health Center provides quality health care focused on the particular needs of students. All registered students have access to the Student Health Center regardless of their insurance plan, as services are partially supported by their Student Services fee. Care is provided by board-certified physicians, nurse practitioners, and physician assistants. Students can be seen by appointment or, in cases of acute illness or injury, on the same day at the Same Day Clinic. In case of emergencies, either during the day or after normal operating hours, please call 911.

In addition, the Student Health Center offers counseling and psychiatry services, nutritional counseling, health promotion, x-ray, laboratory, optometry and pharmacy services on site. The center is open weekdays during the regular academic year. For summer services and hours, visit the Student Health Center's web site. For more information about the Student Health Center, e-mail healthcenter@ucsc.edu; Web: healthcenter.ucsc.edu.

Student Health Insurance

To ensure that emergencies and other health care costs do not interfere with a student's education, all University of California students are required to carry medical insurance. A comprehensive and affordable program specifically designed for students is available through the university via the University of California Student Health Insurance Plan (UC SHIP). All students are automatically enrolled in UC SHIP and billed quarterly through their student account, unless they choose to waive this coverage by providing proof of comparable insurance by the specified deadline. For detailed information regarding insurance coverage and the waiver process, visit <http://healthcenter.ucsc.edu/billing-insurance/index.html>. You may also contact the insurance office at insure@ucsc.edu or (831) 459-2389.

Fees will be assessed for most visits for students without UC SHIP.

Mandatory Hepatitis B Immunization

California state law mandates that all entering students under 19 years old must be immunized against Hepatitis B. These students are required to provide the Student Health Center with documentation proving their compliance with this law. Those not in compliance at the beginning of the quarter may be dropped from their classes. For more information, visit healthcenter.ucsc.edu or call (831) 459-2211.

Student Health Outreach and Promotion (SHOP)

SHOP is UCSC's destination for health-related information, conversation, and self-exploration. It's the place for students to learn about health and wellness in a safe, non-judgmental environment. SHOP does not tell people what we think they should or shouldn't do. We help students do what they choose to do in the safest way that they can.

SHOP offers information, education, resources, and support on issues related to alcohol and other drug use; sexuality and sexual health (including HIV and other sexually transmitted infections); safer sex; unplanned pregnancy and contraception; and sexual assault and violence prevention. Students can get involved with SHOP by becoming peer educators, HIV test counselors, volunteers for the Condom Co-op, and/or CUIP interns.

Alcohol and Other Drug (AOD) Education

SHOP empowers students to reduce risks related to substance use/abuse. Students can meet with staff confidentially to discuss their personal AOD involvement, discuss concerns about friends or family members, obtain educational materials, participate in workshops, and access resources for students in recovery. Educators provide formal and informal sessions and workshops for students, college residential staff, and other campus groups. Staff also serve on the campuswide AOD Advisory Committee, which develops, implements, and assesses policies. For information call (831) 459-1417 or visit the [SHOP web site](#).

NOTE: In January 2014, UC Santa Cruz implemented a campuswide smoke and tobacco-free

policy.

HIV and Other Sexually Transmitted Infection (STI) Prevention

SHOP offers many resources for promoting sexual health, including:

- Free, anonymous HIV testing with Orasure (no needles) provided by student peer test counselors. Results in 20 minutes.
- The Condom Co-op, selling safer sex supplies at reduced cost.
- Workshops, activities, and events.
- Sexual health questions? SHOP has many resources.

Sexual-Assault Facts and Education (S.A.F.E.)

The Sexual Assault Facts and Education program at SHOP provides confidential support, information, and resource referrals to survivors of sexual violence, dating violence, and stalking. An experienced sexual violence prevention educator is available for individual appointments and provides nonjudgmental support for those who have experienced sexual assault, dating violence, or stalking. These resources are also available for their friends and loved ones. The sexual violence prevention educator is certified as a crisis counselor by the state of California and can be reached at (831) 459-2721. Police officers are available 24 hours a day, as are emergency phones, guards at campus entrances from 8 p.m. until 3 a.m., and frequent shuttles and buses.

Since 1979, UCSC has actively addressed issues related to sexual violence on campus. Students are required to take an online education course and to attend educational presentations that encourage respect, responsibility, and bystander intervention among students. Workshops are organized in the residence halls, and a variety of educational resources are available for all students.

SHOP is located at the Student Health Center. For more information on SHOP programs, call

(831) 459-3772 or e-mail at shop@ucsc.edu. Web: <http://healthcenter.ucsc.edu/shop/>

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) offers a range of professional services to undergraduate and graduate students seeking help with personal concerns. We provide assistance for students with academic and personal stress, relationship and family issues, drug and alcohol problems, psychological problems, and crisis situations. Psychiatry services include diagnostic evaluations or prescribing of medication in certain situations. Depending on a student's needs, a student may be provided with brief individual or couples counseling, group counseling, psychiatric services, crisis intervention, or a referral for open-ended or long-term therapy off campus. Information provided to any CAPS professional staff member is confidential within the student health center and cannot be released without a student's permission except in specific circumstances involving risk and safety. All services are aimed at helping a student gain greater personal effectiveness and academic success. Professional staff members are available at various locations on campus, including the Student Health Services building, the colleges, the Academic Resource Center, and Family Student Housing. Emergency on-site crisis services and after hours crisis services are also available.

Staff members are available to provide consultation to staff, faculty, individuals, or family members for assistance in helping students in distress. Counseling psychologists can also provide trainings and programs on a variety of mental health topics, stress and coping skills, multicultural issues, and organizational development.

For more information about Counseling and Psychological Services, please call (831) 459-2628 or visit our web site at <http://caps.ucsc.edu/>

Resource Centers

African American Resource and Cultural Center (AARCC)

The African American Resource and Cultural Center (AARCC) develops and fosters co-curricular initiatives that promote academic success, leadership training, and student

development. Since the center's inception in 1991, the program's primary mission has been to serve as a key resource to acclimate students to general campus life and academic culture. In addition, the program provides advocacy and support in helping to monitor students' academic progress and subsequent achievement of their educational goals. AARCC works closely with overall campus outreach to enhance the recruitment and retention of students of African descent.

AARCC hosts a couple of community groups to allow for engagement and interaction, such as Sisters' Corner and Black Men's Initiative. Other organizations AARCC co-sponsors and/or supports are National Society of Black Engineers (NESBE), the African American Mentoring Program (AMP), African/Black Student Alliance, African American Theater Arts Troupe, African Student Union, Black Sistas United, Black Men's Alliance, Destination Higher Education, Rainbow Theatre, Rosa Parks African American Theme House (R.PAATH), and Delta Sigma Theta Sorority.

AARCC works collaboratively with others campus units/departments and in the surrounding community to enhance cultural and ethnic diversity initiatives on the UCSC campus. The center is located on the third floor of the Bay Tree Building in Quarry Plaza, and is open Monday through Friday from 8 a.m. to 5 p.m. For more information, call (831) 459-2427, fax (831) 459-2469, e-mail aarcc@ucsc.edu or visit aarcc.ucsc.edu.

American Indian Resource Center (AIRC)

The American Indian Resource Center (AIRC) works in collaboration with the Student Alliance of North American Indians (SANAI), the University of California American Indian Counselors/Recruiters Association, the Amah Mutsun Band of Ohlone Indians, and native faculty and staff, as well as the indigenous tribal community leaders of the region to develop co-curricular programming, cultural activities, and events that assist public understanding of native peoples. Invested in creating a campus climate that supports all students, the center provides leadership development, internship opportunities, mentoring, and personal and academic advising. The AIRC is located on the third floor of the Bay Tree Building in Quarry Plaza. For more information, call (831) 459-2881, e-mail airc@ucsc.edu, or visit <http://airc.ucsc.edu/>

Asian American/Pacific Islander Resource Center (AA/PIRC)

The Asian American/Pacific Islander Resource Center (AA/PIRC) provides and enhances opportunities for education and dialogue on issues affecting Asian Americans and Pacific Islanders, as well as opportunities for leadership development and community building. AA/PIRC aims to address students' multiple and diverse academic, social, cultural, and other co-curricular needs through programs and services. Programs include Asian American/Pacific Islander Heritage Month, Year-End Ceremony for graduating seniors, leadership skills workshops, graduate school panels, and community receptions.

AA/PIRC events also highlight writers, performance artists, scholars, and community leaders. AA/PIRC sponsors academic and paid internships for students interested in gaining professional experience. Through AA/PIRC, students benefit from networking with individuals and resources such as alumni, faculty, and staff, off-campus community-based organizations, and on-campus student organizations.

AA/PIRC is located on the third floor of the Bay Tree Building with the African American, American Indian, and Chicano Latino Resource Centers. Add your e-mail address to AA/PIRC's listserv to receive announcements on leadership, scholarship, internship opportunities, events, and community news. For more information, call (831) 459-5349; e-mail aapirc@ucsc.edu; or visit them on [Facebook](#).

Chicano Latino Resource Center (El Centro)

The Chicano Latino Resource Center (El Centro) is a hub of organized activities and resources that support Chicano and Latino student transition, retention, and academic advancement at the university. Through collaborative efforts with campus partners, students can participate in a host of activities that encourage intellectual growth, leadership development, preparation for graduate or professional school, and career options. El Centro encourages and supports student and community development through cultural and educational programming. Annual programs include the following: New

Student Welcome Program; Día De Los Muertos; Pachanga; César Chavez Convocation; dialogue on academic, social, cultural, and personal issues that affect the Chicano and Latino community; and a weekly online newsletter, CHISME E-news. El Centro offers student internships that support leadership-skills development while students help to organize events and activities. For more information or to schedule an appointment, call (831) 459-5806 or e-mail elcentro@ucsc.edu. Web: elcentro.ucsc.edu

Gay, Lesbian, Bisexual, Trans*, Intersex (GLBTI) Resource Center

The Lionel Cantú Gay, Lesbian, Bi, Trans*, Intersex (GLBTI) Resource Center (aka the Cantú Queer Center), housed in a beautiful cabin in a redwood glen near Crown and Merrill Colleges, is a friendly, welcoming space for the entire community. The center's mission is to provide educational, psychosocial, advocacy, and supportive services to students, staff, faculty, and alumni on GLBTI issues. The Cantú Queer Center is home to several student organizations that meet weekly; a host of exciting programs; the GALA art gallery; and a library offering 3,000 books, magazines, and films. Information and referral to campus and community resources is available by phone or in person. Throughout the year, the Cantú Queer Center coordinates student programming with a queer focus—beginning with National Coming Out Day in the fall and culminating in the Rainbow Graduation Ceremony in the spring. Education of the entire campus population is another function of the resource center; the Cantú Queer Center's professional staff members offer workshops/trainings for groups, classes, and dorms on a range of GLBTI topics. Everyone is welcome to use the center's cozy lounge, full kitchen, and computer corner to study, relax, socialize, and become involved in the campus's queer community. The center is open Monday through Friday; usual hours are 9 a.m. to 5 p.m. Stop by and meet the center's friendly, knowledgeable staff. Come discover why UCSC has been consistently rated one of the best-of-the-best universities for queer students! You can reach the center at (831) 459-2468 or via e-mail at queer@ucsc.edu. The center's web site, queer.ucsc.edu, provides an overview. Self-subscribe to QConnect, the center's e-newsletter and calendar, on the site's home page.

Women's Center

Located in Cardiff House, a historic farmhouse near the main entrance to campus, the Women's Center is devoted to helping students maximize their success at UCSC. Resource referrals and informal advising are always available, and weekly events include films, readings, and talks. At least one staff member is a state-certified domestic violence and sexual assault advocate. We create or sponsor student-oriented workshops on topics ranging from money management to positive body image and stress reduction.

The Women's Center is home base for a variety of student groups and student-run community-service efforts. Other opportunities for involvement include internships, independent study, and work-study jobs. Students can become involved in such Women's Center projects as the 51% Pipeline Project (leadership), Take Back The Night (anti-violence), Inside Out Writing Project (women in jail)—or create projects with the support and mentorship of staff.

The Center, a haven located in a picturesque meadow, is also close to the campus police station. The center's meeting rooms, kitchen, and garden are ideal places to study, relax, or connect with students, staff, faculty, and community members. Rotating art exhibits bring the center's walls to life, and students are encouraged to inquire about showing their work.

For more information call (831) 459-2072, e-mail women@ucsc.edu, or visit womenscenter.ucsc.edu

The Office of Physical Education, Recreation and Sports (OPERS)

Physical education classes, recreation, sports, and fitness programs at OPERS provide a variety of interesting and challenging activities intended to attract you to becoming an active participant. The emphasis is on giving you an opportunity to develop knowledge, skills, and habits related to wellness that last through a lifetime of enjoyable physical and recreational activity.

Obtain further information about the programs described below from the Office of Physical Education, Recreation, and Sports, located at the East Field House, (831) 459-2531. Web: <http://opers.ucsc.edu>

Physical Education Courses

Regularly scheduled courses, which carry no academic credit but are recorded on your transcript, are available in a broad range of physical activities (see [Physical Education](#)). Many classes are small, and all offer expert instruction and carefully designed practice periods so that you can accomplish much in sessions of two to three hours per week. Most activities have intermediate and advanced sections as well as courses for beginners. Subjects offered include swimming, scuba, sailing, rowing, kayak, basketball, racquetball, tennis, volleyball, ballet, folk dance, jazz dance, modern dance, fencing, soccer, tai chi chuan, strength training, fitness and conditioning, yoga, aikido, and tae kwon do. Web: <http://opers.ucsc.edu/>

Intramural Sports

The intramural sports program includes competitive leagues, tournaments, and special one-day events. Many of the activities are coeducational. The leagues feature basketball, flag football, dodgeball, indoor and outdoor soccer, softball, indoor and outdoor volleyball, ultimate Frisbee and innertube water polo. Some of the leagues are divided into different skill levels. Special events include a 5-mile run. Prospective participants are encouraged to form their own teams. Individuals looking to be placed on a team are also welcome (but there is no guarantee of team placement). Web: <http://opers.ucsc.edu/intramurals/index.html>

Sports Clubs

The sports club program offers a variety of activities depending on student interest. Currently, active clubs include men's and women's rugby, men's and women's water polo, men's and women's ultimate frisbee; men's soccer, baseball and lacrosse; coed cross-country and track and field; coed Special Olympics; and coed cheerleading, dance, equestrian, triathlon, disc golf, cycling, sailing, badminton, and fencing. Web: <http://www.ucscsportsclubs.com/>

Intercollegiate Athletics

UC Santa Cruz offers the only National Collegiate Athletic Association (NCAA) Division III program in the UC system. As a Division III member, the program offers no scholarships or grants in aid that are based on athletic ability. UCSC sponsors the following intercollegiate sports: men's and women's basketball, soccer, swimming and diving, tennis, volleyball, and cross country, and women's track and golf. For information on teams, rosters, schedules, and the Slug Booster Club, go to www.goslugs.com.

Recreation Program

The Recreation Program is designed to fulfill the diverse needs and interests of all members of the UCSC community. More than 100 activities, workshops, classes, off-campus outings, and special events are scheduled quarterly. In addition, the program offers a 10-day Wilderness Orientation (WO) prior to the start of school. WO is an invaluable experience for incoming college students, serving as an introduction to mountain travel and the "journey" of college education. The beautiful settings of the Sierra Nevada provide students an opportunity to form new friendships and discuss their hopes and fears about entering college while learning outdoor skills. No previous backpacking experience is necessary.

The Outdoor Equipment Rental Center offers recreational equipment including surfboards, wetsuits, and high-quality backpacking and camping gear. If you are interested in planning your own outing, contact the Recreation Program Office for assistance. The office has extensive files, and staff members act as consultants, planning with people as well as for them. The office also provides bicycle licensing and offers a free weekly drop-in bicycle maintenance program. Open recreation hours are scheduled quarterly; you are strongly encouraged to use the facilities. Sports equipment may be borrowed without charge. There are also recreation clubs if you are primarily interested in organized recreation and individual performance. Clubs are coed and feature some combination of recreational participation, advanced instruction, and individual competition. Web: ucscrecreation.com.

Banana Slug Mascot

The Banana Slug, a bright yellow indigenous gastropod found in the campus's redwood forest, was the unofficial mascot for UCSC's coed teams beginning in the university's early years. In 1981, when some campus teams wanted more organized participation in extramural competition, UCSC joined Division III of the NCAA. Since the application required an official team name, UCSC's then-chancellor polled the student players, and out of this small group emerged a consensus for a new moniker—the sea lions. It was a choice that the chancellor considered more dignified and suitable to serious play than the Banana Slugs. But the new name did not find favor with the majority of students, who continued to root for the Slugs even after a sea lion was painted in the middle of the basketball floor. After five years of dealing with the two-mascot problem, an overwhelming pro-Slug straw vote by students in 1986 convinced the chancellor to make the lowly but beloved Banana Slug UCSC's official mascot.

Facilities

To make it convenient for you to utilize campus physical education, recreation, and sports facilities, field houses are located on the east and west sides of the campus. At both the East Field House and the West Field House, you will find the following: gymnasium, tennis courts, outdoor basketball and volleyball courts, and locker rooms. The East Field House also has the Wellness Center, which offers two floors of state-of-the-art cardiovascular and strength-training equipment, a dance studio, the martial arts room, handball/racquetball courts, equipment center, 50-meter swimming pool, half-mile jogging track, and sports fields. An outdoor strength-training and cardiovascular-fitness court is located near the east jogging track. In addition, personal training and drop-in fitness classes are offered. More information is available on the website at opers.ucsc.edu.

The UCSC Boating Center is located on FF Dock at the Santa Cruz Small Craft Harbor. The boating program offers PE instruction as well as a boating club with boat usage for students and community members alike. Boating courses are offered for dinghies, 24'-32' keel boats, sea kayaks, and rowing shells. Web: <http://opers1.ucsc.edu/boating/>

The Student Union

The Student Union is a student-governed facility where students can take a break and lounge, play pool or ping-pong, use computers, meet, or watch television. Located in the Quarry Plaza across from the Bay Tree Bookstore, the Student Union complements college facilities by providing a centrally located place for social, recreational, and educational gatherings for all students and members of the campus community.

The Student Union is also home to the campuswide student government (Student Union Assembly) and student organizations, the Bike Co-op, Engaging Education, and Student Organization Advising and Resources (SOAR).

The Union is open Monday through Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 6 p.m. The Union is closed holidays and quarter breaks. For more information, call (831) 459-3167.

Graduate Student Commons (see [Grad Commons](#))

Student Activities

Campuswide Student Activities: SOMeCA

SOMeCA brings together three dynamic areas of campuswide student engagement: Student Organization Advising and Resources (SOAR), Student Media, and Cultural Arts and Diversity. The organizations and programs of SOMeCA offer students a place of self-discovery. SOMeCa's professional and experienced staff offers instruction, mentorship, leadership training, organizational development advising, and project management to all students. Visit: <http://someca.ucsc.edu>.

Student Organization Advising and Resources (SOAR)

UCSC offers the student body over 150 student-initiated organizations, including cultural, social, political, religious, academic, ethnic, and environmental organizations, as well as fraternities and sororities. Participating in a UCSC student organization provides valuable experience in leadership and teamwork and develops a network of rewarding and lifelong

friendships.

UCSC student organizations govern large-scale and established programs. For example, student leaders host high school students to encourage and support their entrance into college. Others produce major campuswide events to raise funds for cancer research and local community nonprofits. Performing arts organizations perform at conferences and competitions across the country. These are just a few examples of organization experiences that contribute to UCSC students becoming more self-directed, connected, and successful in pursuing their studies and careers.

Student organization membership is open to all UCSC students. Learn more at the Student Organization Advising and Resources (SOAR) office. Contact SOAR at (831) 459-2934, e-mail soar@ucsc.edu, or visit www.soar.ucsc.edu. SOAR is located on the second floor of the Student Union.

Student Media

Student Media at UCSC include 20 print publications and campus Student Cable Television (SCTV). Every year, hundreds of students enrich their educational experience through internships, academic credit, fellowships, and employment opportunities with media organizations.

The award-winning student newspaper of record, *City on a Hill Press*, covers campus and local news, sports, music, and offers art reviews and commentary. *Fish Rap Live!* provides an alternative forum for free expression of ideas, humorous coverage of local and campus events, and personal journalism. TWANAS, the Third World and Native American Students Press Collective, publishes a newsmagazine that seeks to broaden awareness of perspectives of color in the campus community. Other campus magazines include the critical film journal, *EyeCandy*; *Leviathan Jewish Journal*; *Gaia*, which focuses on environmental issues; and the *Disorientation Guide*. Annual literary journals include Chinquapin, Red Wheelbarrow, ALAY, and Matchbox.

Artistic, narrative, experimental, documentary, news, and public-service film and video are produced by broadcast organizations, including Banana Slug News, Rainbow TV, Film Production Coalition, On the Spot, and others. Many of the participating students are affiliated with UCSC's Film and Digital Media major; however, students from all disciplines are encouraged to participate.

To contact student media organizations, call the Student Media Center at (831) 459-2840 or SCTV at (831) 459-5360. Visit the [Student Media web site](#) for links to print, radio and broadcast organizations.

Cultural Arts and Diversity (CAD)

Cultural Arts and Diversity (CAD) strives to enhance the cultural climate of UCSC and its surrounding community by celebrating diversity. CAD fosters the spirit of unity between cultures by providing students with outlets for the creative talents of various cultures through theater, lectures, presentations, and productions. By promoting access to resources and services that support these endeavors, CAD strives to provide cultural awareness and diversity, build collaborative partnerships and community outreach, enhance retention and recruitment efforts, and provide opportunities for leadership and educational development. The Cultural Arts and Diversity Center promotes the following programs:

- African American Theater Arts Troupe
- Rainbow Theater
- Rainbow/African American Theater Arts Troupe Outreach
- Classes offered through Theater Arts and Stevenson College

Contact the CAD Office at (831) 459-1861 or visit the web site at: <http://www.cadrc.org/>.

UCSC and Systemwide Student Governance

UCSC offers a wide variety of opportunities to participate in university governance at the college, campus, systemwide, and national levels. Regardless of what level you choose,

participating in student government provides a wonderful opportunity to practice leadership skills, meet others who share your interests, and learn a great deal about yourself and the university.

Student Union Assembly

The Student Union Assembly (SUA) is the undergraduate advocacy organization and the official student voice of UCSC. It comprises three representatives from each college government; six elected officers (chair, internal vice chair, external vice chair, organizing director, commissioner of academic affairs, and commissioner of diversity); and one appointed representative from each of the following student organizations that represent historically underrepresented people within the UC system: African/Black Student Alliance; Asian Pacific Islander Student Alliance; The Network (Gay, Lesbian, Bisexual, Trans*, and Intersex Students); Movimiento Estudiantil Chicano de Aztlan; Student Alliance of North American Indians; and Ethnic Student Organization Council. The SUA also provides paid part-time internship opportunities for students each year. These internships include, but are not limited to, field organizers, treasurers, outreach and publicity, and strategy and planning.

The SUA conducts open meetings every Tuesday at 6 p.m. throughout the academic year. Students interested in advocacy, activism, and politics, as well as those concerned with their own and their friends' lives, are invited to get involved. The assembly operates via issue-specific campaigns and around general campus concerns. In the past, the SUA has formed campaigns around fighting fee-hikes, defending affirmative action, saving financial aid on a national and state level, striving for reasonable campus growth, and reforming UC Regents' procedures. Current issues have been fighting to make a UC education affordable, fighting to stop balancing budgets on the backs of students, fighting for the rights of UC workers, and working with community groups because UCSC students are also Santa Cruz residents. The SUA also works with the UC Student Association and the United States Student Association on system, state, and national issues. For more information, contact the SUA at (831) 459-4838. Visit the SUA office on the second floor of the Student Union or visit the [SUA web site](#).

Systemwide Student Government: UCSA

The UC Student Association (UCSA) is the statewide association of graduate and undergraduate student governments from the 10 UC campuses. UCSA is the officially recognized voice of the students to the UC Board of Regents, various UC administrative offices, and the UC Office of the President. Issues covered by UCSA include UC fees and financial aid, comprehensive admissions policies, and academic policies, as well as broader issues of social responsibility such as environmental concerns and civil rights. UCSA coordinates the yearly selection of the UC Student Regent.

The SUA external office provides grassroots membership and support for the two main UCSA offices in Oakland and Sacramento. The campus office organizes students to run the grassroots campaigns that are adopted each summer during the UCSA Congress. At this session, delegates from the 10 UC campuses come together and choose the critical issues to be worked on for the next year. Issues in the past have included voter registration drives, letter-writing campaigns on particular UC issues, and increases in financial aid. UCSA provides a thorough introduction to UC politics and student representation. Students may also serve on systemwide committees through UCSA and gain a wide knowledge of the entire UC system through their service.

Two officers help to coordinate UCSA activities on our campus. The external vice-chair (EVC) is the official representative to the UCSA Board of Directors. This position has voting rights for UCSC, is the primary contact regarding all UCSA issues, and coordinates all lobbying of UCSA and local, state, and Federal governments on behalf of UCSC students. The organizing director (OD) coordinates with the EVC to effectively run the grassroots campaigns that are sponsored by UCSA every year. These positions are elected for one-year terms during spring quarter every year.

The Student Union Assembly officers in charge of UCSA activities can be reached at (831) 459-4838.

College Student Governments

Each college has its own form of student government, enabling students to gain experience in planning, budgeting, implementing, and evaluating a wide range of college programs and policies. Like the colleges themselves, each college governing body has its own character, structure, and meeting times and dates. For information, inquire in your college office or talk to our college programs coordinator.

The Graduate Student Association (GSA)

The Graduate Student Association (GSA) provides governance and representation for graduate student interests with regard to tuition and fees, health insurance, parking, on-campus housing, and other important issues. The GSA makes available quarterly travel grants for graduate students attending conferences or traveling on thesis-related research. The GSA also organizes and co-sponsors events campuswide, in addition to offering annual graduate student and solidarity orientations. The GSA is strongly committed to working toward intellectual and social diversity, including advocating for and working with underrepresented groups at the university. For more information, contact the GSA (gsa.ucsc.edu), or visit our office at the Graduate Student Commons.

Student Representation on Campuswide Committees

Serving on a campus advisory committee is a recognized channel for student involvement in the university's decision-making processes. Advisory committees, composed of faculty, staff, and student representatives, are established to develop and recommend policies on a wide range of topics. Each year the Student Committee on Committees (composed of one student appointed by each college and chaired by the Internal Vice-Chair of the Student Union Assembly) nominates more than 100 students to serve on over 50 administrative and Academic Senate committees. For information about the selection process, contact Student Committee on Committees, (831) 459-5533, or the Student Union Assembly, (831) 459-4838.

Community Service Opportunities

Community service is a vital part of the university's mission. It is possible for individual students, as well as campus-wide student organizations, to develop service projects that link the university with the broader Santa Cruz community. With the financial support of the campus' Community Service Project funding, students have aided local groups such as Students Toward Achievement in Writing Success, the Strange Queer Youth Conference, and the Walnut Avenue Women's Center.

The Student Volunteer Center, located in the Dean of Students Office at Hahn Student Services, connects students with local volunteer opportunities based on skills and interest. Volunteer opportunities range from aiding youth and elderly to addressing homelessness and environmental issues. The Student Volunteer Center also sponsors events for the campus community where students can volunteer their time.

For more information about service opportunities, see the web site volunteer.ucsc.edu or contact the Student Volunteer Center at (831) 459-3364 or e-mail volunteer@ucsc.edu.

Campus Cultural Programs

Throughout the year, UCSC offers frequent and varied cultural opportunities. Students, faculty, and staff may participate as audience members, performers, or behind-the-scenes support crew. The considerable range of offerings includes art exhibits, lectures, films, concerts, recitals, and dance and drama presentations; programs vary from single performances to weeklong cultural celebrations. The colleges host a number of events, and the departments frequently engage speakers of particular academic interest to address the campus community or present lecture-demonstrations.

The Arts Division serves as a gateway to the entire university, presenting high-quality research and work by faculty, students, and guest artists. Art exhibitions, film screenings, digital arts presentations, music recitals, as well as several theater, dance, and music presentations, are offered in conjunction with the academic programs. In addition, the Arts Division offers regular public lectures and colloquia to introduce audiences to professional practitioners and scholars in the traditional and digital arts.

In addition to attending Arts Division activities, UCSC students are invited to participate in a

wide variety of activities open to all UCSC students. Join an Indonesian gamelan ensemble, sing in the UCSC Concert Choir, play in the UCSC Orchestra, or audition for a theater or dance production.

For up-to-date information about cultural offerings from the Arts Division, contact the Arts Division Events Office at (831) 459-2787 and visit us online at arts.ucsc.edu and on Facebook.

Bay Tree Bookstore

UCSC's Bay Tree Bookstore is located in the Quarry Plaza complex in the center of campus, at the intersection of Hagar Drive and Steinhart Way. The bookstore serves as the campus resource for UCSC course materials, including new and used course books and customized faculty publications; general reading and reference books; a wide variety of school and personal supplies (including computers and computer supplies); and many other items such as residence hall living needs, small appliances, backpacks, emblematic apparel, art supplies, posters, gifts, greeting cards, testing supplies, and academic regalia. Services include online reservations for course materials, textbook rentals, student debit accounts, special ordering of books, book buyback services, passport photos and passport application processing, fax services, and limited check cashing. The bookstore also houses the campus's convenience store (the Express Store) and Student ID Card Services. For more information, call (831) 459-4544. Web: slugstore.ucsc.edu/

Child Care and Early Education Services

Child Care and Early Education Services offers programs for children of students currently enrolled in classes at UCSC. All of our centers are conveniently located on campus near the West Entrance. Free or low-cost tuition rates are available for students who meet the eligibility requirements for subsidized care (please see Eligibility for State Funding Chart at childcare.ucsc.edu). All meals are included in the program (breakfast, lunch, and afternoon snack).

Our programs are dedicated to providing the highest-quality developmental care possible in a secure, homelike environment characterized by warmth, affection, and support. The classrooms stress the importance of meeting children's needs in all areas of development: social, emotional, physical, cognitive and creative. The curriculum emphasizes play as a learning process and provides environments that are rich and challenging.

Programs are open to all children without regard to religion, color, ethnicity, gender, and physical or mental ability. All of our centers are located in the Family Student Housing Complex. Each of our centers is operated during the academic year from September through June, and closed during the summer months, administrative and university holidays, and staff development days. All of the child care spaces are provided for children of student families only. The majority of the spaces are reserved for students who meet the qualifications for subsidized care. Fee-for-service spaces at a below market rate may be available for student families whose income exceeds state-subsidy requirements.

Information about programs, fees, and applications is available at childcare.ucsc.edu and at the Early Education Services Office in the Community Building at Family Student Housing; at (831) 459-2967, or by e-mail at earlyeducation@ucsc.edu.

Infant Center

The Infant Center serves 12 children ages 11 to 24 months. Small groups, low child-to-adult ratios, and primary caregivers ensure consistent and nurturing care. The hours of operation are 7:30 a.m. to 6:15 p.m.

Preschool Center

There are three preschool classrooms that serve a total of 36 children from 24 months until they enter kindergarten. Each classroom provides small groups with low child-to-adult ratios, and an environment that provides a stimulating and rich curriculum, which helps prepare children for kindergarten. The hours of operation are 7:30 a.m. to 6:15 p.m.

School Age Center

The School Age Program serves 16 children. It operates as an after-school recreation

program during the academic year. The program provides developmentally appropriate arts and crafts, life-skills and sports activities, occasional community outings and quiet time for homework. The hours of operation are 12 noon to 6:15 p.m. for kindergarteners; and 2:30 p.m. to 6:15 p.m. on Mondays, Tuesdays, Thursdays, and Fridays for 2nd through 4th graders. On Wednesdays (public school minimum days), care is available from 12 noon to 6:15 p.m. for all school-age children. Extended care is available on a sign-up basis on some Santa Cruz City Schools closure days (university closure days excluded).

UCSC Alumni Association

UCSC's graduates—more than 90,000 of them—can maintain a lifelong connection to the campus through the UCSC Alumni Association. Through the dues they pay, Association members contribute to the living-learning environments at each college and the enrichment of the entire campus. Membership dues directly support student programs, special activities, and other projects at the colleges and campuswide.

The association promotes excellence at UCSC by making annual awards. It supports students by offering two types of scholarships (college service and financial need), and enriches campus and college intellectual life through its Distinguished Visiting Professor program and endowment.

The association sponsors programs that engage and reconnect alumni with each other and the campus. Hundreds of alumni return to campus during the annual Alumni Weekend to enjoy receptions, tours, panel discussions, and other programs through which they reconnect with old friends, faculty, and students. Thousands more reconnect through the Online Community (www.alumni.ucsc.edu/), which offers an online alumni directory, association event information and RSVP services, and much more. Many alumni also reconnect at regional events across the country and through Association-sponsored affinity groups.

The association connects alumni and students through career programs. Alumni act as career mentors online through the Career Services' Career Advice Network, and in person at the annual Multicultural Career Conference and similar events. The Alumni Association, in partnership with other UC Alumni Associations, brings politically minded graduates to Sacramento for an annual legislative conference aimed at increasing support for UC.

Members of the Alumni Association enjoy a range of benefits. These include use of the campus pool and recreation facilities, Kaplan and Princeton Review course discounts, library privileges across the entire UC system, access to the online Digital Library, and more.

Information about the Alumni Association is available by contacting us at 1156 High Street, Santa Cruz, CA 95064, locally at (831) 459-2530, toll-free at (800) 933-SLUG, via e-mail at alumni@ucsc.edu, and on the web: alumni.ucsc.edu.

University Interfaith Council

The University Interfaith Council (UIC) seeks to integrate spirituality with academic life and to promote tolerance, peace, and understanding of all faiths and spiritual traditions. The UIC is open to all religious groups. Programs include celebrations and interfaith gatherings; educational events, including religious study courses; community service; worship/meditation; and spiritual care and counseling for students, faculty, and staff. The UIC strengthens a campuswide sense of spirituality and increases awareness of options for spiritual life on campus. For more information on University Interfaith Council events and discussion boards, visit the [UIC web site](#).

[\[Return to top\]](#)

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[ABOUT](#)[CALENDAR](#)[FEES](#)[ENROLLMENT](#)[RECORDS](#)[QUICK START GUIDE](#)[Home](#) » [UCSC General Catalog](#) » [Campus Life](#) » [The Colleges](#)[2014–15 General Catalog](#)[Chancellor's Welcome](#)[About](#)[Fields of Study](#)[Calendar](#)[Undergraduate Admission](#)[Undergraduate Expenses](#)[Undergraduate Academic Program](#)[Graduate Studies](#)[Resources for Learning and](#)[Research](#)[Campus Life](#)[Student Life](#)[The Colleges](#)[Programs and Courses](#)[Teaching and Administrative Staff](#)[Appendixes](#)[Archive of General Catalogs](#)[Nondiscrimination Statement](#)[Search the Catalog](#)

The Colleges

[2014–15 General Catalog](#)[Cowell College](#) | [Stevenson College](#) | [Crown College](#) | [Merrill College](#) | [Porter College](#) | [Kresge College](#) | [Oakes College](#) | [College Eight](#) | [College Nine](#) | [College Ten](#)

The Colleges

UC Santa Cruz combines the resources of a world-class public research university with a distinctive undergraduate experience characterized by our college system. All undergraduate students and most faculty are affiliated with one of our 10 colleges, their home within the larger university. The colleges are committed to fostering a nurturing and academically thriving environment for students of all backgrounds. Each college strives to promote the attributes of a diverse and multicultural community in its own unique way. In order of founding, the colleges are [Cowell](#), [Stevenson](#), [Crown](#), [Merrill](#), [Porter](#), [Kresge](#), [Oakes](#), [College Eight](#), [College Nine](#), and [College Ten](#).

Self-contained and architecturally distinct, each college is a relatively small community of 30 to 110 faculty members and between 1,400 and 1,700 students, about half of whom live on campus. Each college has its own housing, as well as academic and recreational programming, and each is an integral part of the larger campus. The colleges have their own academic emphases and cultural traditions, although each seeks faculty and students from a variety of disciplines to foster broad intellectual interests. The colleges play a primary role in academic advising and are the center of student life. Students graduate from their college. At the same time, all university academic programs, resources, and student services are open to students of every college.

During the process of accepting the offer of admission, entering students are asked to list several colleges in order of preference; whenever possible, students are assigned to one of their preferred colleges. The information students need to rank their college preferences can come from a variety of sources—personal acquaintance, a campus visit, literature available from the colleges, campus web sites, and the descriptions in this section of the catalog. Students also have the option to indicate “no preference,” meaning they will be fine with any of our 10 colleges, and the Admissions Office will assign those students to one of the colleges.

Similarities and Differences

The colleges are small-scale residential communities, each providing an academically and socially supportive environment and offering special programs designed to help students transition to campus life, build a strong connection with the campus, and get the most out of their UCSC experience.

Most frosh choose to live on campus, as do a number of sophomores, juniors, and seniors. The particular style of housing varies among the colleges, ranging from residence halls, with a mix of single, double, and triple rooms, to apartment-style housing, where students live together in small groups and may do some of their own cooking. Each college's

residential program is a team effort. Professional staff (coordinators of residential education) work with students trained as resident assistants. They help organize activities and events, provide referral information about academic or personal concerns, and assist with roommate problems.

The faculty, or fellows, of each college come from a variety of academic disciplines; many faculty have their offices in the colleges.

Each college offers a distinctive academic program for entering frosh. The required course provides a significant bridge between academic and residential life, since all frosh, regardless of major, will be in the course, and most will be in residence as well. The colleges also offer selected courses in their area of interdisciplinary emphasis and host events and speakers that enhance this focus.

Each college provides academic advising as well as academic and general campus orientations to help you plan your academic program. College academic preceptors and advisers provide advice on general academic matters outside a student's major, including general education, choosing a major, and strategies for academic success. Psychological and personal counseling is also available in each college.

The colleges differ in architecture; each was planned by a different architect, who was encouraged to convey the distinct personality of that college through the design of its buildings and their placement in the natural environment. Above all, the colleges differ in subtle ways having to do with their intellectual and social traditions, the different designs of their student governments, and the predominant interests of their students and faculty.

Changing Colleges

Most students, having affiliated with a particular college, develop friendships and intellectual attachments there, and they remain members of that college throughout their undergraduate years. Some students find that changing academic interests draw them to a different college. During specified filing periods, students may request a change of college with the approval of both college administrations.

Cowell College

Cowell College inaugurated the Santa Cruz campus when it opened with a pioneer class of 600 students in 1965. The founding faculty shaped an educational program that challenged and enriched students through wide-ranging inquiry and disciplined study. Today, Cowell has more than 1,500 affiliated students and over 90 faculty fellows. Its motto—The Pursuit of Truth in the Company of Friends—expresses a continuing commitment to create a serious academic environment within a humane and broadly inclusive community. The college is named for the S. H. Cowell Foundation, which endowed the college at its founding.

Academic Emphases

The academic theme of the college encourages students to pursue their general and disciplinary study with attention to the values of liberal arts education: understanding one's individual perspectives by exploration of its historical background and world context. Students affiliated with the college pursue majors from all departments on campus.

In satisfying their general education requirements, first-year Cowell students are required to take the Cowell Core Course in the fall term. The core course, Cowell 80, taught in small seminar sections, seeks to develop critical reading, analytical writing, and seminar discussion skills by reading a selection of classic and contemporary texts focused on the theme of justice.

Enrichment courses are offered every term at the college, and priority is given to Cowell students. Some courses emphasize the development of skills such as public speaking or researching in library collections. Some courses take a broader perspective, examining the role of education in democracy or the epistemological bases of our judicial system.

The college also enriches the intellectual and cultural life of the campus by sponsoring events of various kinds: lectures and presentations by local faculty and visiting scholars, theatrical and musical performances, and forums and debates on topics of current interest.

Students who develop ideas for research, creative projects, community service, or internship experiences may apply to the college provost for financial support. The college also awards several annual scholarships and sponsors prizes for outstanding academic work.

The faculty fellows affiliated with the college represent all academic divisions (arts, engineering, humanities, physical and biological sciences, and social sciences). The faculty fellows guide the college academic programs and often contribute to the college-based advising system.

The college academic buildings house humanities faculty, with notable concentrations in philosophy, classics (study of ancient Greek and Latin language and civilization), and modern foreign languages, especially Chinese, French, Italian, Russian, German, and Japanese. Interdisciplinary faculty groups in visual and performance studies and in pre- and early-modern studies are centered at Cowell College.

Honors Program

Cowell participates in the UCSC First-Year Honors Program. Each year a small set of students who demonstrated high academic achievement in high school is invited to join the university-wide program. Cowell hosts one cohort group, with members housed together in one of the residence halls. In the fall of their first year, the students take a special advanced section of the core course. During the winter, they chose one of the honors program seminars, which are offered by the colleges participating in the program. During the spring, all students in the program take a special two-unit class together, which includes special lectures and dinners.

College Community and Facilities

Cowell's seven residence halls and three apartment buildings are arranged in three quadrangles on a hillside overlooking the city of Santa Cruz and Monterey Bay. About 700 students are housed in the college. Most floors are coed, with men and women sharing common lounges and other facilities, but single-gender floors are provided for those who prefer this arrangement. Apartments house continuing students, mostly juniors and seniors. The residential staff members facilitate diverse educational, social, and recreational programming to enhance the living and learning environment.

Arranged around the college's central courtyard are the dining hall, the Page Smith Study Library, the fireside lounge, the coffee shop, and conference rooms and classrooms. The Cowell Press, where students can learn the fine technique of hand-operated letterpress printing, is a stone's throw away from the plaza. Also nearby are the Cowell Galleries, including the Eloise Pickard Smith Gallery and the Annex Gallery.

Since the college's founding, regularly scheduled College Nights in the dining hall have offered students, staff, and faculty a special meal and a rich mix of programs. Community life is enlivened by many other scheduled and impromptu intellectual, cultural, and social events.

The Student Senate meets weekly to discuss campus issues and student government. The Senate advises the college on the allocation of funds for student activities and programs. Members of the Senate are selected each year by lot, but any student may become a voting member by steady attendance at meetings. The college's student groups, staff, and faculty work together to create a supportive community for students from all ethnic groups, all religious traditions, and all sexual orientations and to increase awareness of the many dimensions of diversity in the community.

For more information on the college, see cowell.ucsc.edu or call (831) 459-2253.

Cowell Faculty and Staff

Provost

FAYE J. CROSBY, Psychology

Fellows

ZSUZSANNA ABRAMS, German Language

RAM AKELLA, Electrical Engineering

MARK AKESON, Biomolecular Engineering

ERIC ALDRICH, Economics
MARGARET AMIS, Literature
DANE ARCHER, Sociology
LORA BARTLETT, Classics
KAREN BASSI, Classics
DORIAN BELL, Literature
PHILLIP BERMAN, Biomolecular Engineering
JAMES H. BIERMAN, Theater Arts (Drama)
RAUL BIRNBAUM, History of Art and Visual Culture
HUNTER BIVENS, Comparative and German Literature
HINRICH BOEGER, Molecular, Cell, and Developmental Biology
MICHAEL BOLTE, Physical & Biological Sciences
DOUGLAS BONNETT, Psychology
JOHN BOWIN, Philosophy
ALEXANDRE BRANDWAJN, Computer Engineering
DONALD BRENNEIS, Anthropology
JEAN P. BRODIE, Astronomy and Astrophysics
GEORGE BULMAN, Economics
CATHERINE CARLSTROEM, Writing
BENJAMIN CARSON, Music
GIULIA CENTINEO, Italian Language
MICHAEL CHEMERS, Dramatic Literature
JAMES CHRISTIANSON, Writing
SANDRA CHUNG, Linguistics
PHILIP CREWS, Chemistry
NICHOLAS DAVIDENKO, Psychology
AMY ROSE DEAL, Linguistics
JONATHAN ELLIS, Philosophy
ANGELA ELSEY, French Language
MARK FRANKO, Theater Arts
SAKAE FUJITA, Japanese Language
ALEXANDER GAMBURD, Physical and Biological Sciences
RAYMOND W. GIBBS JR., Psychology
PER GJERDE, Psychology
GARY GLATZMAIER, Earth Science
WLAD GODZICH, Literature
DANIEL GUEVARA, Philosophy
PURAGRA GUHA THAKURTA, Astronomy and Astrophysics
GILDAS HAMEL, French Language and Classical Studies
SUSAN HARDING, Anthropology
CHARLES W. HEDRICK JR., History
THEODORE HOLMAN, Chemistry and Biochemistry
CHRISTINE HONG, Literature
THEO HONNEF, Literature
JEREMY HOURIGAN, Earth and Planetary Sciences
JOCELYN HOY, Philosophy
GRETA HUTCHISON, French Language
MICHAEL M. HUTCHISON, Economics
KIMBERLY JANNARONE, Theater Arts
CATHERINE JONES, History
ROHINTON KAMAKAKA, Molecular, Cell, and Developmental Biology
KEVIN KARPLUS, Computer Engineering
SEAN KEILEN, Literature
RAPHAEL KUDELA, Ocean Sciences
SRI KURNIAWAN, Computer Engineering
WILLIAM A. LADUSAW, Linguistics
CAMPBELL LEAPER, Psychology
JU HEE LEE, Applied Mathematics and Statistics
H. M. LEICESTER JR., English Literature
WENTAI LIU, Electrical Engineering
BRUCE LYON, Biological Sciences
PATRICE L. MAGINNIS, Music

WENDY MARTYNA, Sociology
PEYMAN MILANFAR, Electrical Engineering
ADAM MILLARD-BALL, Environmental Studies
TYRUS MILLER, Literature
GLENN L. MILLHAUSER, Chemistry and Biochemistry
JOHN MUSACCHIO, Technology and Information Management
JEROME NEU, Philosophy
JASON NIELSEN, Physics
MATTHEW O'HARA, History
GREGORY O'MALLEY, History
SHIGEKO OKAMOTO, Language
RICHARD E. OTTE, Philosophy
RAQUEL PRADO, Applied Math and Statistics
XAVIER PROCHASKA, Astronomy and Astrophysics
S. RAVI RAJAN, Environmental Studies
PACO RAMIREZ, Spanish
BETH REMAK-HONNEF, Librarian
B. RUBY RICH, Film and Digital Media
PAUL ROTH, Philosophy
SETH RUBIN, Chemistry and Biochemistry
GURIQBAL SAHOTA, Literature
FELICITY SCHAEFFER-GABRIEL, Feminist Studies
ZACK SCHLESINGER, Physics
SUSAN Y. SCHWARTZ, Earth and Planetary Sciences
WILLIAM SCOTT, Chemistry and Biochemistry
DANIEL SELDEN, Literature
BETH SHAPIRO, Physical and Biological Sciences
PRICILLA SHAW, Literature
DEANNA SHEMEK, Italian and Comparative Literature
DAVID SMITH, Physics
ABRAHAM D. STONE, Philosophy
BENJAMIN STORM, Psychology
JOSHUA M. STUART, Biomolecular Engineering
ELAINE SULLIVAN, Anthropology
NINA TREADWELL, Music
ANTHONY J. TROMBA, Mathematics
MARTIN H. WEISSMAN, Mathematics
AARONETTE WHITE, Psychology
PAUL WHITWORTH, Theater Arts
JAMES WILSON, Writing, College Academic Preceptor
DAVID YAGER, Arts
GARY YOUNG, Literature
EVE ZYZIK, Language

Emeriti Fellows

W. EMMANUEL ABRAHAM, Philosophy, Emeritus
GEORGE T. AMIS, English Literature, Emeritus
HARRY BERGER JR., English Literature and Art History, Emeritus
RALPH J. BERGER, Ecology and Evolutionary Biology, Emeritus
MARGARET R. BROSE, Italian and Comparative Literature, Emerita
CHARLES W. DANIEL, Molecular, Cell, and Developmental Biology, Emeritus
JOHN DIZIKES, American Studies, Emeritus
ROBERT M. DURLING, Italian and English Literature, Emeritus
MIRIAM ELLIS, French Language, Emerita
CAROL M FREEMAN, Writing, Emerita
MARY-KAY GAMEL, Classics and Comparative Literature, Emerita
ROBERT GOFF, Philosophy, Emeritus
MARGO HENDRICKS, Literature, Emerita
DAVID C. HOY, Philosophy, Emerita
CHIYOKO ISHIBASHI, Japanese Language, Emerita
VIRGINIA JANSEN, History of Art and Visual Culture, Emerita
S. PAUL KASHAP, Philosophy, Emeritus

BRUCE D. LARKIN, Politics, Emeritus
THOMAS A. LEHRER, American Studies and Mathematics, Emeritus
HERVE LEMANSEC, French Language, Emeritus
JOHN P. LYNCH, Classics, Emeritus
MELANIE J. MAYER, Psychology, Emerita
GARY B. MILES, History, Emeritus
PEGGY MILES, Writing, Emerita
ANDREW TODD NEWBERRY, Ecology and Evolutionary Biology, Emeritus
RICHARD R. RANDOLPH, Anthropology, Emeritus
CATHERINE M. SOUSSLOFF, History of Art and Visual Culture, Emerita
AUDREY E. STANLEY, Theater Arts, Emerita
ELLEN SUCKIEL, Philosophy, Emerita
THOMAS A. VOGLER, English and American Literature, Emeritus
MICHAEL J. WARREN, English Literature, Emeritus
DAVID WELLMAN, Community Studies, Emeritus
HAYDEN WHITE, History of Consciousness, Emeritus
JOHN WILKES, Science Communication, Emeritus
STANLEY M. WILLIAMSON, Chemistry and Biochemistry, Emeritus

College Administrative Officer

CAROLYN GOLZ

Staff

GABRIELA ALANIZ, Housing Office Coordinator
DEBORAH ALEXANDER, Dining Hall Manager
JOAN BLACKMER, Gallery Curator
JOSH CLINE, Coordinator for Residential Education
MAIDA CORDERO, Coordinator for Residential Education
ELIZABETH COWAN, Financial Analyst
CLAIRE CRUM, Groundskeeper
JOHN HADLEY, Coffee Shop Manager
KAREN HILKER, Associate College Programs Coordinator
ETHAN HUTCHINSON, Academic Adviser
KATIE LINDER, Provost Events Coordinator
JED MILROY, Housing Coordinator
DAN MONKO, Facilities Asset Coordinator
MARY JAN MURPHY, Counseling Psychologist
EMILIO NAVARRO, Senior Building Maintenance Supervisor
ARMIN QUIRING, Community Safety Officer Supervisor
GARY ROE, Groundskeeper
EMILY SLOAN-PACE, Assistant to the Provost
KARA SNIDER, College Programs Coordinator
JORDY TERRILL, Building Maintenance Worker
ELIZABETH THOMPSON, Academic Preceptor

[\[Top of Page\]](#)

Stevenson College

“We are Stevensonians; we are free agents of history and masters of our own destinies. Every one of us is important, and we cherish our differences as much as we cherish our shared values of love, chivalry, honesty, hard work, and responsibility.”

—Seung Kyun Joseph Mok, Stevenson Alumnus/Regents Scholar

Stevenson College is named after former statesman and U.S. Ambassador to the United Nations Adlai E. Stevenson. Our faculty, students, and staff take pride in intellectual critical inquiry, academic and civic leadership, and respect for students’ concerns about shared student governance, human rights, and social justice.

Stevenson College has a long-standing reputation for excellence in liberal education. The college strives to provide an academically, culturally, and socially supportive environment for all its members, fostering social responsibility and academic achievement. Stevenson

has brought to the campus distinguished individuals such as Senator George McGovern, Congresswoman Bella Abzug, Nobel Laureate Elie Wiesel, Chief of the Miwok Tribe Greg Sarris, Producer Lourdes Portillo, and Associate Director–Counsel Theodore M. Shaw of the NAACP Legal Defense and Educational Fund.

The college's faculty and staff offer professional and personal service for the diverse needs of students. Faculty and staff assist students in all areas of their academic and social experience at Stevenson College, and are committed to instilling respect for the diverse backgrounds of Stevenson students.

Academic Emphases

- Faculty drawn from social sciences, humanities, natural sciences
- Two-quarter frosh core course
- Writing Assistants
- Junior Fellows Program

The faculty at Stevenson, drawn from a variety of disciplines in the social sciences, humanities, and physical and biological sciences, share a common concern for the study of social processes that shape modern society and determine the quality of our individual lives throughout various global regions and periods of world history. Linguistics, history, sociology, politics, psychology, biology, chemistry, and computer science are strongly represented in the college.

Stevenson distinguishes itself as the only college with a two-quarter core course intended to provide all first-year students with a common academic experience. The core course allows for more rigorous development of students' critical, writing, and analytical skills. It provides a unique learning environment and a supportive intellectual community for all Stevenson first-year students. Those admitted as transfer students are exempt from the core course requirement but may take the core course at their option pending available space; lower-division transfer students who, prior to enrolling, have not completed at least one UC-transferable college English composition course with a minimum grade of C (2.0) are able to take the core course to satisfy the C1 requirement. Stevenson alumni can be found in legal, political, educational, engineering, medical, computer and information sciences, business, and public administration careers, among others.

The Stevenson core course, *Self and Society*, enables students to examine the nature of the self and the relationship of the individual to society. In addition, the course fosters an intellectual commitment to the general philosophy that has helped to define Stevenson College since its inception: preservation of human dignity, the social cultivation of individual creativity and citizenship, and a belief in ethical responsibility. The core course reflects the college's long-standing commitment to interdisciplinary and culturally diverse readings, while at the same time it affords students an opportunity to develop research interests, to acquire greater understanding of the role of research universities in contemporary societies, and to acquire the requisite skills to engage in increasingly more sophisticated intellectual work while at UCSC.

Students have the opportunity to apply for funding for special research projects each quarter. Stevenson also provides several annual scholarships and service awards, including the Michele Guard Memorial Scholarship, the Matthew Graviano Memorial Scholarship, the John Halverson Scholarship, the Sandor Callahan Scholarship Award, and the Robert Dodge Service Award.

The Stevenson College Junior Fellows Program offers juniors and seniors an opportunity to serve as instructors in *Self and Society*. Junior fellows, who must have completed outstanding work in *Self and Society* during their first year, undergo a rigorous application and selection process. Junior fellows (enrolled in Stevenson 120, Teaching Practicum) earn five course credits.

Stevenson provides writing assistance for all of its students. Stevenson Writing Assistantships are paid student positions open to juniors and seniors with excellent academic records.

College Community Programs

- College Nights
- Stevenson Student Council
- Stevenson Ethics Bowl Team
- Multicultural Advisory Committee (MAC)
- Path to a Greener Stevenson (PTAGS)
- Social and Multicultural Programs/Activities
- Stevenson Housing Association (SHA)
- Rainbow Theater

Stevenson holds regular College Nights, where joining together for a special dinner presents an opportunity for Stevenson faculty, staff, and students to get together in a social context. College Nights—such as Cinco de Mayo, Chinese New Year, and Vietnamese College Night—provide the opportunity to celebrate many different cultures. Dinner is followed by entertainment.

The Stevenson Student Council meets on Thursday evenings. This group is responsible for allocating college membership fees to student activities. The council also serves as a forum for the discussion of college and campuswide issues and appoints student representatives to college and campuswide committees.

Facilities

- Eight small residence halls
- Three apartment buildings
- Theme floors in residence halls:
 - —Multicultural and Social Justice House
 - —Outdoor Adventure House
 - —Continuing Student House
- Coffee house
- Wagstaff Fireside Lounge
- Writers' Center
- Stevenson Library
- Stevenson Event Center
- Silverman Conference Room
- Recreation room

Stevenson has a wide variety of facilities and activities to appeal to many tastes. The college, designed by San Francisco architect Joseph Esherick, has won many architectural awards. The buildings are situated amid redwood trees and sprawling lawns, and the main quad overlooks Monterey Bay. Stevenson is situated close to the campus bookstore, restaurants, McHenry Library, gym, and pool. There are eight small residence houses at the college providing a choice of single-gender or coed floors; each house accommodates about 65 undergraduates. The apartments provide space for 156 continuing students. Nearby are a picnic area, playing fields, and a garden.

The Stevenson Coffee House, which has become *the* gathering place in the college, is a friendly and inviting spot to enjoy lunch or an espresso and pastry—indoors or out on the patio. It is the scene of lively conversation, occasional musical entertainment, and chess matches. Adjoining the coffee house is the recreation room, with Ping-Pong, foosball, pool tables, and television. This area is also the site of much socializing and spontaneous group activity.

In contrast, the Stevenson Library is a striking building designed for quiet reading and

study. The Wagstaff Fireside Lounge, a retreat for relaxed discussion, is also used for recitals, special lectures, meetings, and residence house activities. Art exhibits (both student and professional) are on display throughout the year in the lounge, library, and coffee house.

For more information, call (831) 459-4930 or visit the web site: stevenson.ucsc.edu.

Stevenson Faculty and Staff

Provost

ALICE YANG, History

Senate Faculty Fellows

MARTIN ABADI, Computer Science
JUDITH AISSIN, Linguistics
PRANAV ANAND, Linguistics
DAVID ANTHONY, History
DANE ARCHER, Sociology, Emeritus
ELLIOT ARONSON, Psychology, Emeritus
NORIKO ASO, History
MURRAY BAUMGARTEN, Literature
JONATHAN F. BEECHER, History, Emeritus
DORIAN BELL, Literature
ILAN BENJAMIN, Chemistry and Biochemistry
REBECCA BERNSTEIN, Astronomy and Astrophysics
NEEDHI BHALLA, Molecular, Cell, and Developmental Biology
PETER H. BODENHEIMER, Astronomy and Astrophysics
HINRICH BOEGER, Molecular, Cell, and Developmental Biology
ALEXANDRE BRANDWAJN, Computer Engineering
REBECCA BRASLAU, Chemistry and Biochemistry
ADRIAN BRASOVEANU, Linguistics
FRANK G. BRIDGES, Physics
BRIAN CATLOS, History
SHAOWEI CHEN, Chemistry
ALAN CHRISTY, History
MARK CIOC, History
CATHERINE R. COOPER, Psychology and Education
CYNTHIA CRUZ, Education
AMY DEAL, Linguistics
GRACE DELGADO, History
NATHANIEL DEUTSCH, History
MARIA DIAZ, History
MICHAEL DINE, Physics
G. WILLIAM DOMHOFF, Psychology, Emeritus
MARIA EVANGELATOU, History of Art and Visual Culture
SYLVANNA FALCON, Latin American and Latino Studies
DONKA FARKAS, Linguistics
ADRIAN FELIX, Latin American and Latino Studies
MAYANTHI FERNANDO, Anthropology
DANA FRANK, History
HIROSHI FUKURAI, Sociology
ROBERT E. GARRISON, Earth and Planetary Sciences, Emeritus
DEBORAH GOULD, Sociology
HERMAN GRAY, Sociology
MARVIN J. GREENBERG, Mathematics, Emeritus
ISEBILL V. GRUHN, Politics, Emerita
LISBETH HAAS, History and Feminist Studies
HOWARD E. HABER, Physics
PHILLIP HAMMACK, Psychology
CRAIG W. HANEY, Psychology
JORGE HANKAMER, Linguistics
DAVID M. HARRINGTON, Psychology

CHARLES HEDRICK, History and Classical Studies
 CHRISTINE HONG, Literature
 EMILY HONIG, History and Feminist Studies
 JENNIFER HORNE, Film and Digital Media
 MINGHUI HU, History
 AIDA HURTADO, Psychology
 JUNKO ITÔ, Linguistics
 CATHERINE JONES, History
 JONATHAN KAHANA, Film and Digital Media
 MICHAEL KAHN, Psychology, Emeritus
 AL KELLEY, Mathematics, Emeritus
 KENNETH KLETZER, Economics
 PETER KENEZ, History
 KENNETH KLETZER, Economics
 JOSEPH P. KONOPELSKI, Chemistry and Biochemistry
 ROBERT P. KRAFT, Astronomy and Astrophysics, Emeritus
 JEAN H. LANGENHEIM, Ecology and Evolutionary Biology, Emerita
 ROBERT A. LEVINSON, Computer Science
 RONNIE D. LIPSCHUTZ, Politics
 AMY LONETREE, American Studies
 BORETH LY, History of Art and Visual Culture
 MARC S. MANGEL, Environmental Studies
 MICHAEL MATEAS, Computer Science
 MARK MATERA, History
 JAMES MCCLOSKEY, Linguistics
 DENNIS C. MCELRATH, Sociology, Emeritus
 GRANT MCGUIRE, Linguistics
 R. ARMIN MESTER, Linguistics
 MARCIA MILLMAN, Sociology
 MEGAN MOODIE, Anthropology
 MATT O'HARA, History
 GREG O'MALLEY, History
 BRAD OLSEN, Education
 JAYE PADGETT, Linguistics
 MAYA PETERSON, History
 THOMAS F. PETTIGREW, Psychology, Emeritus
 IRA POHL, Computer Science
 CYNTHIA POLECRITTI, History
 ERIC PORTER, History
 ANTHONY R. PRATKANIS, Psychology
 CRAIG REINARMAN, Sociology
 RALPH H. QUINN, Psychology
 CRAIG REINARMAN, Sociology
 FORREST ROBINSON, American Studies
 DONALD T. SAPOSNEK, Psychology
 FELICITY SCHAEFFER-GRABIEL, Latin American and Latino Studies
 PETER L. SCOTT, Physics, Emeritus
 JUNED SHAIKH, History
 BUCHANAN SHARP, History
 PRISCILLA W. SHAW, English and Comparative Literature, Emerita
 MELANIE SPRINGER, Politics
 ELLEN SUCKIEL, Philosophy, Emerita
 MARSHALL SYLVAN, Mathematics, Emeritus
 RENEE TAJIMA-PENA, Community Studies
 DANA TAKAGI, Sociology
 HIROTAKA TAMANOI, Mathematics
 KIP TÉLLEZ, Education
 DAVID J. THOMAS, Politics, Emeritus
 BRUCE THOMPSON, History
 JOHN N. THOMPSON, Ecology and Evolutionary Biology
 AVRIL THORNE, Psychology
 MAZIAR TOOSARVANDANI, Linguistics

MARK TRAUOGOTT, History
MICHAEL E. URBAN, Politics
MATT WAGERS, Linguistics
MARILYN WALKER, Computer Science
HOWARD H. WANG, Molecular, Cell, and Developmental Biology, Emeritus
NOAH WARDRIP-FRUIIN, Computer Science
MANFRED K. WARMUTH, Computer Science
RICHARD A. WASSERSTROM, Philosophy, Emeritus
CANDACE WEST, Sociology
MARILYN WESTERCAMP, History
HAROLD WIDOM, Mathematics, Emeritus
RONALDO WILSON, Literature
ALICE YANG, History
EILEEN ZURBRIGGEN, Psychology

Lecturers and Core Course Fellows

CAREN CAMBLIN
STEPHEN CARTER
GEOFF CHILDERS
LINDSEY COLLINS
JEROME FRISK
EDWARD KEHLER
MATTHEW LASAR
TAMMI ROSSMAN-BENJAMIN
ANDREW SCHAFER
STEPHEN SWEAT
JESSICA SAMUELS
KIVA SILVER
EMILY SLOAN-PACE
BRUCE THOMPSON
RAISSA TRUMBULL
ROBERT TRUMBULL
AMY WEAVER
DON WILLIAMS

Honorary Fellows

JACK BASKIN
BORIS KEYSER
NORMAN LEZIN
ELEANOR MCGOVERN
CHARLES NEIDER
CHARLES H. PAGE
WILLIAM M. ROTH
ALMA SIFUENTES
F. M. GLENN WILLSON

Stevenson Fellows-in-Residence

GEORGE MCGOVERN (1982)
BELLA ABZUG (1983)
PAUL SARBANES (1983)
ARTHUR S. FLEMMING (1984)
CAROLE KING (1985)
CLARK KERR (1987)
PETER SHAFFER (1987)
DONALD MCHENRY (1988)
PAT CONROY (1990)
MOCTESUMA ESPARZA (1992)
LOURDES PORTILLO (1992)
GREG SARRIS (1997)
JESSE JACKSON (1998)
AMIRI BARAKA (1999)

RON DELLUMS (1999)
THEODORE M. SHAW (2002)

College Administrative Officer

CAROLYN GOLZ

Staff

GABI ALANIZ, Office Coordinator
MARY ALVAREZ, Academic Adviser
CAREN CAMBLIN, Core Course Coordinator
CHRISTINE CHOI, College Programs Coordinator
ELIZABETH COWAN, Financial/Budget Specialist
DARLENE DENNY, Groundskeeper
CANDACE FREIWALD, Academic Services Officer
JOHN HADLEY, Coffee House Manager
JED MILROY, Housing Coordinator
DAVID MORI, Provost Assistant
GUSTAVO NOLAZCO, College Assistant/Records Coordinator/Mail Services Supervisor
STAN PRATHER, Coordinator for Residential Education
ARMIN QUIRING, CSO Supervisor
BLAKE REDDING, Coordinator for Residential Education
AMY WEAVER, Writing Program Coordinator
MARIE YOO, Senior Academic Preceptor

[\[Top of Page\]](#)

Crown College

Crown College faculty and students represent a wide variety of academic disciplines. The majority of the faculty teaches in the physical, biological and social sciences. Although Crown has more science and engineering students than any of the other colleges, most of Crown's students major in the social sciences, humanities, and arts. This diversity of interests and academic training enriches our intellectual environment. An important goal of the college is to foster an appreciation for the contributions of diverse cultural groups and to provide an atmosphere in which issues of both diversity and common social purpose are integrated into a wide range of programs and discussions.

Crown is located on a hilltop surrounded by a redwood forest. The core buildings consist of an administration office, dining commons, lounge spaces, study spaces, faculty offices, and classrooms built around a large patio and central fountain. The award-winning architecture with its white walls and high-pitched tiled roofs suggests a hillside Mediterranean village. The college's residential facilities house approximately 800 students. The facilities at Crown College were built through a partnership of public funds and a gift from the Crown Zellerbach Foundation.

Academic Emphases

From the time of its founding in 1967, issues pertaining to the role of science and technology in society have been a focus of special interest at Crown College. We approach these issues from an interdisciplinary perspective that recognizes the influence of social and cultural factors on the scientific enterprise, as well as the ways in which science and technology influence our society.

Beginning with the 2014–15 academic year, the Crown College core course becomes a two-quarter sequence. Our students take the two-unit Crown 79, *Introduction to Ethical Foundations*, in the fall. This course introduces the foundations of ethical decision-making and is designed to develop students' skills in understanding and making ethical arguments. Crown 79 prepares students to take winter quarter sections of Crown 80A/B. Crown 80A/B, *Ethical Issues in Emerging Technologies*, is an interdisciplinary seminar concerning the effects of these world-changing technologies and encourages students to develop decision-making strategies to steer them. The course examines these technologies' impacts on society using a variety of disciplinary approaches that engage the perspectives of both humanists and scientists. Both the fall and winter core courses are required of all non-transfer students during their first quarters at UCSC. As with the core courses from

our sister colleges, the development of critical reading and writing skills is a major thrust of Crown 79, 80A, and 80B.

Crown College is one of two colleges at UCSC participating in the First-Year Honors Program. This innovative new program offers a congenial and challenging academic home for a select group of well-prepared students at UC Santa Cruz. The enriched program of study includes special courses, seminars, colloquia, and other events during each quarter of the academic year. Admission to the First-Year Honors Program is by invitation during the admissions process.

The Crown Science Learning Community (SLC) is an innovative program to support first-year students who are interested in pursuing a major in engineering and the sciences. Students enrolled in this program live together, forming a supportive community promoting collaborative learning and group problem solving. To facilitate this process, SLC students are placed in a special section of Chemistry 1A or Math 3 and participate in a residentially based study group. The program is designed especially for students who have a strong interest in the sciences but feel slightly underprepared for university-level course work. It often acts as a bridge to the ACE Program in the physical and biological sciences and engineering. Participation—limited to first-year students at Crown College—requires a commitment to succeed, a willingness to work hard, and a positive attitude.

Similar to the Science Learning Community, Crown's Engineering Learning Community focuses on underrepresented student success in engineering. Participants receive support from the Baskin School of Engineering, including tutoring, mentoring, and specialized programs. All Crown juniors and seniors can participate in the college's Undergraduate Research Fellowship Program, which awards \$900 fellowships to student-faculty teams and encourages their interaction through undergraduate research.

College Community and Facilities

Crown sponsors a wide variety of co-curricular events spanning cultural, educational, and social areas of interest. One popular series is the Science/Public Affairs Tables, informal dinners at the Provost House offering students an opportunity to socialize with a faculty member outside the classroom and learn about his or her research.

Students become involved in Crown life by both initiating and participating in a wide range of activities. Social activities vary each year according to the interests of students. At the monthly College Night in the dining commons, a special dinner is followed by entertainment, both often sharing a common cultural theme. Some major events have become a tradition: for example, Epic Game Tournaments, the Crown Semi-Formal, and quarterly Regression Nights. Crown activities and dances draw students from all over campus. Outdoor activities organized by the student government, the College Programs Office, or residential staff range from whale watching on the Monterey Bay to ultimate Frisbee, and from backpacking to stargazing.

The Social Fiction Conference each spring brings students, staff, faculty, and community members together to focus on the intersection of social justice issues with the genres of science fiction, fantasy, anime, and gaming.

The Crown Student Senate (CSS), the elected student government at Crown, holds open weekly meetings to recommend fund allocations for student activities and to discuss issues of concern to students and the college. CSS also sponsors events to enhance the college experience, including the very popular Casino Night.

Crown offers two types of residential facilities: residence halls and apartments. Eight traditional residence halls each house approximately 60 students in single, double, and triple rooms in a coed environment (single-gender bedrooms with unisex bathrooms) or on a few all-female floors. For students particularly interested in living with and learning about a special-interest environment, Crown provides the Gaming House, Outdoor Pursuits and Academic Success Houses, Arts & Humanities House, the Science and Engineering Learning Communities, and continuing student houses.

The college also has apartments for approximately 230 third- and fourth-year students. Like the residence halls, the apartments are built on a small scale. Each three-story building has two or three apartments per floor that house four to six students in a combination of single, double, and triple rooms and include a kitchen, living room, dining

room, bathroom, and outside deck.

Other facilities in the college include the Crown Library study space; a modern computer laboratory housing Mac workstations, which provides students with access to several kinds of systems and an array of applications and instructional software selected to support academic course work; the Fireside Lounge with a piano and a flatscreen television; the Music Practice Room; and the Crown–Merrill Community Room, with a television, pool table, foosball, and ping-pong table, and provides an informal place to study, hold meetings, or just visit with friends. Dining facilities boast continuous dining and Banana Joe's take-out and quick mart.

For general information, call the College Office at (831) 459-2665 or visit crown.ucsc.edu.

For residential or college programs information, call the Student Life Office at (831) 459-5689.

Crown Faculty and Staff

Provosts

MANEL CAMPS, Microbiology and Environmental Toxicology, Interim Provost

Fellows

ROBERT ADAMS, Economics, Emeritus
 VICTORIA AUERBUCH–STONE, Microbiology and Environmental Toxicology
 ERIC ALDRICH, Economics
 GIACOMO BERNARDI, Ecology and Evolutionary Biology
 SCOTT BRANDT, Computer Science
 KENNETH W. BRULAND, Ocean Sciences, Emeritus
 JOSEPH F. BUNNETT, Chemistry and Biochemistry, Emeritus
 MAUREEN CALLANAN, Psychology
 KENNETH L. CAMERON, Earth and Planetary Sciences, Emeritus
 SUE A. CARTER, Physics
 PAK CHAN, Computer Engineering
 NANCY N. CHEN, Anthropology
 MICHAEL CLAPHAM, Earth and Planetary Sciences
 DONALD CROLL, Ecology and Evolutionary Biology
 KRISTEN CROUSE, Crown College
 NICHOLAS DAVIDENKO, Psychology
 JAMES DAVIS, Computer Science
 LUCA DE ALFARO, Computer Science
 MARGARET L. DELANEY, Ocean Sciences
 CARLOS DOBKIN, Economics
 CHONGYING DONG, Mathematics
 MICHAEL P. DOOLEY, Economics
 WILLIAM DOYLE, Biological Sciences, Emeritus
 REBECCA DUBOIS, Computer Science,
 ROBERT EDGAR, Molecular, Cell and Developmental Biology, Emeritus
 CHRISTOPHER EDWARDS, Ocean Sciences
 ÓLÖF EINARSDÓTTIR, Chemistry and Biochemistry
 GABRIEL ELKAIM, Computer Engineering
 JOHN ELLIS, Literature, Emeritus
 MARIA EVANGELATOU, History of Art/Visual Culture
 SANDRA M. FABER, Astronomy and Astrophysics
 SYLVANNA FALCON, Latin American and Latino Studies
 JOHN FAULKNER, Astronomy and Astrophysics, Emeritus
 JERRY FELDMAN, Molecular, Cell, and Developmental Biology, Emeritus
 ARTHUR FISCHER, Mathematics, Emeritus
 TIMOTHY FITZMAURICE, Writing, Emeritus
 CORMAC FLANAGAN, Computer Science
 A. RUSSELL FLEGAL, Environmental Toxicology
 LAUREL R. FOX, Ecology and Evolutionary Biology
 MARIA CECILIA FREEMAN, Writing, Emerita
 DANIEL FRIEDMAN, Economics

KWOK-CHIU FUNG, Economics
 ALISON GALLOWAY, Anthropology
 J. J. GARCÍA-LUNA-ACEVES, Computer Engineering
 QI GONG, Applied Math and Statistics
 GRACE GU, Economics
 PURAGRA GUHA THAKURTA, UCO, Lick Observatory
 LYNDA GOFF, Ecology and Evolutionary Biology, Emerita
 RONALD GRIESON, Economics, Emeritus
 MATTHEW GUTHAUS, Computer Engineering
 JUDITH A. HABICHT-MAUCHE, Anthropology
 DAVID HAUSSLER, Computer Science
 LINDSAY HINCK, Biological Sciences
 RALPH T. HINEGARDNER, Ecology and Evolutionary Biology, Emeritus
 RICHARD P. HUGHEY, Computer Engineering
 GARTH D. ILLINGWORTH, Astronomy and Astrophysics
 BURT JONES, Astronomy and Astrophysics, Emeritus
 DAVID E. KAUN, Economics
 ALAN H. KAWAMOTO, Psychology
 KATHLEEN KAY, Ecology and Evolutionary Biology
 AUSTON KILPATRICK, Ecology and Evolutionary Biology
 PAUL L. KOCH, Earth and Planetary Sciences
 JONATHAN M. KRUPP, Biology; Coordinator, Microscopy and Imaging Laboratory, Emeritus
 NANCY KRUSOE, Writing Program, Emerita
 EDWARD LANDESMAN, Mathematics, Emeritus
 GLEN LANGDON, Emeritus
 JEAN LANGENHEIM, Emeritus
 LEO LAPORTE, Earth and Planetary Sciences, Emeritus
 TRACY LARRABEE, Computer Engineering
 BURNEY LEBOUF, Ecology and Evolutionary Biology, Emeritus
 DEBRA LEWIS, Mathematics
 DOUGLAS N. C. LIN, Astronomy and Astrophysics
 SURESH LODHA, Computer Science
 DARRELL D. E. LONG, Information Systems Management
 ROBERT A. LUDWIG, Molecular, Cell, and Developmental Biology
 BORETH LY, History of Art and Visual Culture
 BRUCE MARGON, Astronomy and Astrophysics; Vice Chancellor, Research
 MICHAEL MATEAS, Computer Science
 RITA MEHTA, Ecology and Evolutionary Biology
 JACOB MICHAELSEN, Economics, Emeritus
 ETHAN MILLER, Computer Science
 JOSEPH S. MILLER, Astronomy and Astrophysics, Emeritus
 RICHARD MONTGOMERY, Mathematics
 CASEY MOORE, Earth and Planetary Sciences
 JUDIT N. MOSCHKOVICH, Education
 SORAYA MURRAY, Film and Digital Media
 DEREK MURRAY
 PEGGY MUSGRAVE, Economics, Emerita
 FRANCIS NIMMO, Earth and Planetary Sciences
 HARRY F. NOLLER, Molecular, Cell, and Developmental Biology
 MICHAEL NAUENBERG, Physics
 LOISA NYGAARD, German Literature
 KAREN OTTEMANN, Environmental Toxicology
 ANNA PURNA PANDEY, Anthropology
 TRILOKI N. PANDEY, Anthropology
 GRANT H. POGSON, Ecology and Evolutionary Biology
 DONALD C. POTTS, Ecology and Evolutionary Biology
 JOEL R. PRIMACK, Physics
 JIE QING, Mathematics
 TUDOR RATIU, Mathematics, Emeritus
 ANNALISA RAVA, Writing Program
 HARTMUT F.-W. SADROZINSKI, Physics, Emeritus
 CHAD SALTIKOV, Microbiology and Environmental Toxicology

THOMAS W. SCHLEICH, Chemistry and Biochemistry
MARIA SCHONBEK, Mathematics
JUDITH A. SCOTT, Education
ABRAHAM SEIDEN, Physics
HEATHER SHEARER, Writing Program
ELI A. SILVER, Earth and Planetary Sciences
NIRVIKAR SINGH, Economics
MARILOU SISON –MANGUS, Ocean Sciences
LISA C. SLOAN, Earth and Planetary Sciences; Vice Provost/Dean, Graduate Studies, Emerita
DONALD R. SMITH, Environmental Toxicology
SHARON STAMMERJOHN, Ocean Sciences
BENJAMIN STORM, Psychology
DAVID SWANGER, Education, Emeritus
WILLIAM T. SULLIVAN, Molecular, Cell, and Developmental Biology
EUGENE SWITKES, Chemistry and Biochemistry
KIP TÉLLEZ, Education
ROLAND G. THARP, Education and Psychology, Emeritus
DAVID THORN, Writing Program
JOHN F. VESECKY, Electrical Engineering
STEVEN S. VOGT, Astronomy and Astrophysics
CARL E. WALSH, Economics
NOAH WARDRIP–FRUIN, Computer Game Design
MANFRED K. WARMUTH, Computer Science
MARGARET L. WILSON, Psychology
W. TODD WIPKE, Chemistry and Biochemistry, Emeritus
STANFORD E. WOOSLEY, Astronomy and Astrophysics
AHMET YANIK
FITNAT YILDIZ, Environmental Toxicology
A. PETER YOUNG, Physics
JAMES ZACHOS, Earth and Planetary Sciences
JIN Z. ZHANG, Chemistry and Biochemistry

College Administrative Officer

ALEX BELISARIO

Staff

MARIA ACOSTA–SMITH, Senior Academic Preceptor
LOU BOMBARDIER, Academic Adviser
JIMMIE BROWN, Community Safety Officer Supervisor
ALLEN BUSHNELL, Special Projects Coordinator
VALERIE CHASE, Associate College Administrative Officer
MIKE DE SMIDT, Academic Adviser
DEREK DEMARCO, Coordinator for Residential Education
SERENA DIONYSUS, College Programs Coordinator
KEN EREZ, Residential Life and Housing Office Coordinator
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JEREMY PARKER, Housing Coordinator
AMY RADOVAN, Assistant to the CAO
SHANE SANCHEZ, Coordinator for Residential Education
CHUCK SCHMIT, Senior Building Maintenance Worker
MOLLY SEGAL, College Assistant
KEITH STOCKER, Groundskeeper
KRISTEN WEAVER, Assistant College Programs Coordinator
JOANIE WEBBER, Assistant Budget Analyst

[\[Top of Page\]](#)

Merrill College

Merrill College seeks to expand its students' awareness of their own heritage and of the

diversity of cultures around the world, past and present. Merrill faculty specialize in a number of different areas of study, concentrating especially on social theory, international affairs, and social change, and from a variety of disciplinary perspectives including history, the social sciences, literature, and foreign language study. The college makes a special effort to be a home for students from different cultural backgrounds and for international students; it presents unique opportunities to those who value multicultural perspectives.

Merrill houses the Departments of Politics and Legal Studies, and Latin American and Latino Studies. Merrill also hosts a Peace Corps satellite officer who helps UCSC students interested in working overseas to apply to the Peace Corps after graduation; and KZSC, the campus radio station. It also hosts the Chicano/Latino Research Center; UCSC's Cantú Queer Center; the student-run Pottery Co-op, the only one of its kind at UCSC; and the Ming Ong Computer Center, a modern computer facility with more than 40 state-of-the-art personal computers.

College Theme and Core Course

Cultural Identities and Global Consciousness is the ethos of Merrill College and is reflected in the theme of the college core course. Readings include diverse first-person narratives or works of fiction that focus on historical or political flashpoints, particularly those illuminating relationships between the developed and the developing world. Recent readings have included texts examining Chicano/Latino, Asian, African, Indian, and Islamic experiences. These works bear witness not only to conflicts and crises, but also to individual strengths and communal hopes. Students also read secondary sources related to the texts. Linked lectures, events, and films illuminate the case studies. The works studied expand international awareness by showing individuals and groups dealing with critical issues of nationalism, globalization, war, economic underdevelopment, and social and gender differentials. They frequently identify forms of social activism that respond to and seek to overcome violence and other problems. Students formulate their own analyses in relation to these examples and share their ideas in writing and seminar discussions. The course emphasizes skills central to intellectual life at the university: critical reading, analytical writing, and formulation of ideas for presentation and debate in seminars with peers and teachers are emphasized as students expand their global horizons.

Those admitted as transfer students are exempt from the core course requirement but may take it at their discretion.

Other Courses and Academic Initiatives

Merrill sponsors a variety of two- and five-credit courses on topics that change from year to year. Recently these have included a series of small classes drawing on ideas introduced in the Merrill Core, including seminars on *Americans and Human Rights* and *Topics in Foreign Policy* and experiential learning classes on sustainable building practices and field study. Merrill also offers an upper division class in personal empowerment, and another on the research university for recent transfer students. Additionally, students can enroll in *Classroom Connection*, a service-learning course in which students volunteer in local and regional K-12 schools while also engaging in classroom discussions of readings on current issues in educational theory. Participants make final presentations.

Recognizing the increasingly rigorous requirements for science majors, Merrill—in collaboration with the Academic Excellence Program—coordinates the Science Learning Community to support students majoring in the sciences. Students participating in the program enroll in small discussion sections that encourage a collaborative learning approach.

The Merrill Research Mentorship Program aims to prepare undergraduate students to pursue graduate studies and provides research experience and personal and professional development for Merrill students. Merrill faculty nominate a Merrill student whose interests dovetail with their own areas of research and expertise. Students who participate in the program (juniors and seniors) are employed as research assistants by their faculty mentors and receive up to \$800 for the school year.

The Merrill Peer Mentoring Program (MP²) matches newer Merrill students with more established students to help them acclimate to a new setting and the new demands of University life. MP² also provides a modest employment opportunity to peer mentors.

The Merrill College Distinguished Visiting Scholars Program hosts public and class presentations by national and international academics, artists, writers, and activists representing a wide variety of perspectives.

College Community and Facilities

Located on a hilltop, Merrill's newly renovated, award-winning buildings thread upward through the edge of a redwood forest. Glass curtain walls provide views from the A & B Buildings of the reconstructed college center and new restaurant building. The brick patios, gardens, outdoor café, and mission bell tower suggest California's Latino heritage. Merrill offers residence-hall and apartment-style options for students. Four residence halls house approximately 550 students in two high-rise structures and two smaller buildings.

The apartments, which are located a short distance from the central area of the college, house 180 continuing Merrill students. Grouped amid winding pathways and redwood trees, these three-story buildings have two or three apartments per floor. Each apartment houses four to six students in a combination of single, double, and triple rooms, and comes fully equipped with kitchen and bath, large living area, and outside deck. Facilities at the apartment complex include a large community room, plenty of outdoor space, and two laundry rooms.

With the help of the Merrill's Student Life Staff, staff and students work together to plan a diverse array of educational, social, recreational, and cultural events that include film series, art exhibits, intramural sports competitions, dances, musical events, and a yearly outdoor Moat mural painting party. Many of these social and educational activities focus on building a multicultural community. Other facilities at Merrill include the Cultural Center, where large events (including Merrill the Musical and the Glitterball) take place; the Baobab Lounge, which provides study space, a piano, and a television; and Merrill Academic Success (MAS), which provides Merrill students with a quiet place to study as well as close evening access to computers and a printer. Finally, Merrill is the only college that has a student-run pottery co-op. Students can throw, fire, and glaze their pieces in the workshop space, which is open to Merrill students on a first-come, first-served basis. Merrill's two-year renewal project to renovate the residence halls, update community space, and improve pathways and way-finding at the college will conclude in fall 2014.

The physical facilities of Merrill College were provided through a partnership of public funds and gifts from the Charles E. Merrill Trust and the family of Ming Ong, a student in the 1980s. For more information, call (831) 459-2144 or visit the web site: merrill.ucsc.edu.

Merrill Faculty and Staff

Provost

ELIZABETH ABRAMS, Writing Program

Faculty Fellows

ZSUZSANNA ABRAMS, Language Program
JORGE ALADRO FONT, Spanish Literature
MARK D. ANDERSON, Anthropology
FRANK C. ANDREWS, Chemistry and Biochemistry, Emeritus
GABRIELA ARREDONDO, Latin American and Latino Studies
NORIKO ASO, History
BRENDA BARCELÓ, Spanish Language
DILIP K. BASU, History, Emeritus
ROBERT F. BERKHOFER JR., History, Emeritus
CLAUDE F. BERNASCONI, Chemistry and Biochemistry
EVA BERTRAM, Politics
TERRENCE BLACKBURN, Earth & Planetary Sciences
CHELSEA BLACKMORE, Anthropology
JOHN G. BORREGO, Latin American and Latino Studies, Emeritus
MICHAEL K. BROWN, Politics, Emeritus
DAVID BRUNDAGE, History
EDMUND BURKE III, History, Emeritus
JULIANNE BURTON-CARVAJAL, Literature, Emerita
CARLOS CALIERNO, Spanish Language

BENJAMIN CARSON, Music
 PEDRO G. CASTILLO, History
 BIN CHEN, MCD Biology
 ALAN S. CHRISTY, History
 RENA V. COCHLIN, Physical Education
 CINDY CRUZ, Education
 GRACE PEÑA DELGADO, History
 GUILLERMO DELGADO-P., Anthropology
 JOSHUA M. DEUTSCH, Physics
 MARÍA ELENA DIAZ, History
 MAY N. DIAZ, Anthropology, Emerita
 BRYAN DONALDSON, Language
 KENT EATON, Politics
 BERNARD L. ELBAUM, Economics
 PEGGY ESTRADA, Latin American & Latino Studies
 SYLVANNA FALCON, Latin American and Latino Studies
 DAVID FELDHEIM, Mammalian Brain Development
 ADRÍAN FÉLIX, Latin American & Latino Studies
 JONATHAN FOX, Latin American and Latino Studies
 DANA FRANK, History
 KATHY FOLEY, Art
 ROSA LINDA FREGOSO, Latin American and Latino Studies
 WILLIAM H. FRIEDLAND, Community Studies and Sociology, Emeritus
 HARDY T. FRYE, Sociology, Emeritus
 CAROLE GERSTER, Core Course; Film and Digital Media
 MARGARET (GRETA) A. GIBSON, Education, Emerita
 DIANE P. GIFFORD-GONZÁLEZ, Anthropology
 SHANNON GLEESON, Latin American and Latino Studies
 WALTER L. GOLDFRANK, Sociology, Emeritus
 MARÍA VICTORIA GONZÁLEZ-PAGANI, Spanish Language
 FRANCESCA GUERRA, Sociology
 M. LISBETH HAAS, History
 GAIL B. HERSHATTER, History
 KARLTON HESTER, Music
 MINGHUI HU, History
 JOHN W. ISBISTER, Economics, Emeritus
 ROBERT P. JOHNSON, Physics
 NORMA KLAHN, Latin American Literature
 FLORA LU, Latin American and Latino Studies
 PAUL LUBECK, Sociology
 PATRICK E. MANTEY, Computer Engineering
 MARK MASSOUD, Politics
 JOHN MARCUM, Politics, Emeritus
 DEAN MATHIOWETZ, Politics
 MARIA EUGENIA MATUTE-BIANCHI, Education, Emerita
 BARRY MCLAUGHLIN, Psychology, Emeritus
 MARIA MORRIS, Spanish Language
 OLGA NÁJERA-RAMÍREZ, Anthropology
 ELLEN NEWBERRY, Writing
 MATTHEW O'HARA, History
 SHIGEKO OKAMOTO, Japanese Language
 ANNAPURNA PANDEY, Anthropology
 ALEX T. PANG, Computer Science
 SARAH-HOPE PARMETER, Writing
 ELEONORA PASOTTI, Politics
 LUCINDA PEASE-ALVAREZ, Education
 HECTOR PERLA, Latin American and Latino Studies
 JUAN POBLETE, Literature
 CLIFTON A. POODRY, Molecular, Cell, and Developmental Biology, Emeritus
 CATHERINE SUE RAMÍREZ, Latin American & Latino Studies
 BENJAMIN READ, Politics
 ALAN R. RICHARDS, Environmental Studies, Emeritus

CECELIA RIVAS, Latin American and Latino Studies
PAMELA A. ROBY, Sociology, Emerita
ALVARO ROMERO-MARCO, Spanish Language
BARBARA ROGOFF, Psychology
FELICITY SCHAEFFER, Feminist Studies
JOHN M. SCHECHTER, Music, Emeritus
STUART A. SCHLEGEL, Anthropology, Emeritus
ROGER SCHOENMAN, Politics
ANA MARIA SEARA, Portuguese Language
VANITA SETH, Politics
BAKTHAN SINGARAM, Chemistry and Biochemistry
GRAEME H. SMITH, Astronomy and Astrophysics
MELANIE SPRINGER, Politics
DAVID G. SWEET, History, Emeritus
MEGAN THOMAS, Politics
GEORGE E. VON DER MUHLL, Politics, Emeritus
DANIEL J. WIRLS, Politics
DONALD A. WITTMAN, Economics
ALICE YANG, History
PATRICIA ZAVELLA, Latin American and Latino Studies
MARTHA C. ZÚÑIGA, Molecular, Cell, and Developmental Biology
EVE ZYZIK, Spanish Language

Honorary Fellows

ZINA JACQUE
CLARK KERR (deceased)
JOHN LAIRD
ALICE LYTLE
CHARLES E. MERRILL JR.
JOHN VASCONCELLOS
YORI WADA
REV. CECIL WILLIAMS
MARDI WORMHOUDT (deceased)

Class Honorary Fellows

ROBERT TAYLOR, 1991, 1992, 1993
LEILANI FARM, 1994
MICHAEL PAUL WONG, 1995
DAVID SILVERA, 1996
ZIESEL SAUNDERS, 1997
VICTOR HERNANDEZ, 1998
MARÍA MATA, 1999, 2003, 2004, 2007, 2008, 2010
WENDY BAXTER, 2000
LARRY TRUJILLO, 2001
GINA DIAZ, 2002
JOHN SCHECHTER, 2005
CURTIS SWAIN, 2006
BETH THOMPSON, 2009, 2011

College Administrative Officer

ALEX BELISARIO

Staff

JIMMIE BROWN, Community Safety Officer Supervisor
LOU BOMBARDIER, Academic Adviser
ALLEN BUSHNELL, Special Projects Coordinator
VALERIE CHASE, Associate College Administrative Officer
CONNIE CREEL, Academic Adviser
KEN EREZ, Residential Life and Housing Office Coordinator
SETH HODGE, College Programs Coordinator
MARÍA MATA, Senior Academic Preceptor

MARILYN MCGRATH, Groundskeeper
CHASTITY MENDEZ, Community Safety Officer
KIRA MOSER, College Assistant
JEREMY PARKER, Housing Coordinator
BILL POOL, Senior Building Maintenance Worker
AMY RADOVAN, Assistant to the College Administrative Officer
MARIANNA SANTANA, Faculty Services
CHUCK SCHMIT, Senior Building Maintenance Worker
KELSEY STONE, Coordinator for Residential Education
KRISTEN WEAVER, Assistant College Programs Coordinator
JOANIE WEBBER, Assistant Budget Analyst
SARMA WILLIAMS, Coordinator for Residential Education
ESPERANZA ZAMORA, Assistant to the Provost

[\[Top of Page\]](#)

Porter College

Porter College was founded in 1969 as the fifth of UC Santa Cruz's residential colleges and was later renamed in honor of a generous grant from the Porter–Sesnon family. Its mission is to foster achievement in all areas of study. Porter is especially dedicated to achievement in the arts, believing that creative inquiry is an essential part of a rigorous and broad-minded education, a flourishing society, and a happy life.

Academic Emphases

The Porter campus is the administrative home of the Arts Division and the History of Art and Visual Culture Department, but Porter College faculty fellows hail from every academic division on campus and from many non-academic professions. All of them share the philosophy of education that the college's curriculum embodies: first, discover how to learn; then, learn by doing; and finally, let your learning make a difference in the world.

The Porter College curriculum encourages students to explore unusual topics and provocative ideas, to test and revise hypotheses about the meaning of their experiences, to learn from the failures that are an inevitable part of new learning and discovery, and to assume responsibility for the decisions they make in their studies.

Porter 80A and 80B, known as "Porter Core," provide rigorous training in critical reading and writing and study skills. Students meet with instructors in seminars and in small writing groups. Those who are admitted as transfer students are exempt from the Core course requirement but may opt to enroll in Core if resources permit it. Lower-division transfer students who have not completed at least one UC-transferable college English composition course with a minimum grade of C (2.0) or better, prior to enrollment, are permitted to take the Core course to satisfy the C1 requirement.

In addition to Core, Porter offers a variety of smaller interdisciplinary seminars that combine historical and theoretical approaches to the arts, humanities, and sciences with practical experience conducting scholarly research and making creative work.

The College provides fellowship funds each year to talented students pursuing original research and creative projects.

College Community and Facilities

The traditional residence halls and apartments play an important role in bringing the college community together. Students are encouraged to spend their beginning years in residence in the college, where housing is available for 1,300 students. The residence halls are divided into smaller units, with from 30 to 35 students sharing common lounges and other facilities. Theme halls include Film and Digital Media, Math, Engineering, and Sciences. Students also have a choice of quiet/intensive study, same gender, or substance-free halls. The six-person apartments are reserved for upper-division students.

Porter College is also home to the Transfer Community at Porter, a transfer student living/learning community. All on-campus incoming transfer students reside at Porter regardless of their college affiliation. Special programs are designed to help new transfer students adapt to life at UCSC.

In addition to traditional classrooms, Porter has many specialized facilities, such as student art galleries, a study center, and a dining hall that converts to a theater space. The Arts Instructional Computing Laboratories, located at Porter College, consist of two high-end labs oriented toward the arts.

Porter provides constructive opportunities for relaxation and recreation to balance the intellectual demands of a university education. The Porter Activities Office organizes formal and informal events, including open-mic nights, dances, recreational activities, and the mural painting program.

Many students and faculty perform or exhibit their work at Porter. The Sesnon Gallery, the dining commons, the amphitheater, and the faculty gallery host a wide range of artistic, cultural, and academic events each year.

Porter College facilities were constructed through a partnership of public funds and a gift from the Porter-Sesnon family of Santa Cruz. Part of the gift was used to establish an endowment for the college. For more information, call (831) 459-2273 or visit the web site: porter.ucsc.edu.

Porter Faculty and Staff

Provost

SEAN KEILEN, Literature

Fellows

KEN ALLEY, Art

ELLIOT W. ANDERSON, Art

LAWRENCE ANDREWS, Film and Digital Media

MANUEL ARES JR., Molecular, Cell, and Developmental Biology

JEFF ARNETT, Core Course, Emeritus

DORIS B. ASH, Education

NORIKO ASO, History

ALLISON ATHENS, Core Course

CHARLES ATKINSON, Writing, Emeritus

ERIK BACHMAN, Core Course

THOMAS BANKS, Physical & Biological Sciences

BRANDIN S. BARON-NUSBAUM, Theater Arts

AMY C. BEAL, Music

TANDY BEAL, Theater Arts

MARTIN BERGER, History of Art and Visual Culture

ROBERTO A. BOGOMOLNI, Chemistry and Biochemistry

JOYCE BRODSKY, Art, Emerita

GEORGE S. BROWN, Physics, Emeritus

LINDA C. BURMAN-HALL, Music

ELISABETH CAMERON, History of Art and Visual Culture

BENJAMIN L. CARSON, Music

GERALD CASEL, Theater Arts

MICHAEL CEMERS, Theater Arts

CHRISTOPHER CHEN, Literature

ALAN CHRISTY, History

ROBERT S. COE, Earth and Planetary Sciences

LINDSEY COLLINS, Core Course

DAVID H. COPE, Music

WILLIAM D. COULTER, Music

E. G. CRICHTON, Art

DAVID CUTHBERT, Theater Arts

SHARON DANIEL, Film and Digital Media

SAMIT DASGUPTA, Mathematics

JAMES DAVIS, Engineering

Luca deALFARO, Engineering

CAROLYN S. DEAN, History of Art and Visual Culture

SHERWOOD DUDLEY, Music, Emeritus

KATE EDMUNDS, Theater Arts

HARLAND W. EPPS, Astronomy and Astrophysics
 MARIA EVANGELATOU, History of Art and Visual Culture
 MARIA V. EZEROVA, Music
 LORI FELTON, Core Course
 VALERIE FIDDMONT, Lecturer
 M. KATHLEEN FOLEY, Theater Arts
 DOYLE FOREMAN, Art, Emeritus
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 SUSAN FRIEDMAN, Art
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 PATTY GALLAGHER, Theater Arts
 FRANK GALUSZKA, Art
 ROBERT GIGES, Core Course
 JENNIFER A. GONZALEZ, History of Art and Visual Culture
 IRENE GUSTAFSON, Film and Digital Media
 MELISSA GWYN, Art
 SUSAN HARDING, Anthropology
 JOHN HAY, History of Art and Visual Culture, Emeritus
 IRENE HERRMANN, Music
 KARLTON E. HESTER, Music
 DEE HIBBERT-JONES, Arts
 ELI E. HOLLANDER, Film and Digital Media
 JENNIFER HORNE, Film and Digital Media
 EDWARD F. HOUGHTON, Music, Emeritus
 DONNA HUNTER, History of Art and Visual Culture
 NORIA JABLONSKI, Core Course and Writing Program
 KIMBERLY JANNARONE, Theater Arts
 ARNAV JHALA, Computer Engineering
 DAVID EVAN JONES, Music
 JONATHAN KAHANA, Film and Digital Media
 STACY KAMEHIRO, History of Art and Visual Culture
 SEAN KEILEN, Literature
 HI KYUNG KIM, Music
 L. S. KIM, Film and Digital Media
 SRI KURNIAWAN, Computer Engineering
 INGRID LARIVIERE, Core Course and Writing Program
 KIMBERLY LAU, Literature
 THORNE LAY, Earth and Planetary Sciences
 JIMIN LEE, Art
 ANATOLE LEIKIN, Music
 PETER LIMBRICK, Film and Digital Media
 NORMAN LOCKS, Art
 CHARLES (CHIP) L. LORD, Film and Digital Media, Emeritus
 IRENE LUSZTIG, Film and Digital Media
 BORETH LY, History of Art and Visual Culture
 PAVEL MACHOTKA, Psychology, Emeritus
 PATRICE MAGINNIS, Music
 ROBERTO MANDUCHI, Engineering
 LAURA E. MARTIN, Core Course
 MICHAEL MATEAS, Engineering
 MARCO MARTINEZ-GALARCE, Core Course
 DOMINIC W. MASSARO, Psychology
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 JENNIE LIND McDADE, Art, Emerita
 CHARLES E. McDOWELL, Computer Science
 TANYA MERCHANT, Music
 PEYMAN MILANFAR, Engineering
 LETA E. MILLER, Music
 MARGARET MORSE, Film and Digital Media, Emerita
 JOHN MUSACCHIO, Engineering
 PAUL NAUERT, Music
 DARD NEUMAN, Music

KATE O'RIORDAN, Art
NICOLE A. PAIEMENT, Music
JENNIFER A. PARKER, Art
KENNETH PEDROTTI, Electrical Engineering
MICAH PERKS, Literature
LARRY POLANSKY, Music
RICK PRELINGER, Film and Digital Media
STEFANO PROFUMO, Physical & Biological Sciences
PAUL RANGELL, Art
B. RUBY RICH, Community Studies
ELAINE YOKOYAMA ROOS, Theater Arts, Emerita
NORVID J. ROOS, Theater Arts, Emeritus
BRUCE ROSENBLUM, Physics, Emeritus
WARREN SACK, Film and Digital Media
HOLGAR SCHMIDT, Engineering
HEATHER SHEARER, Writing Program
ALEXANDER SHER, Physics
BARRY SINERVO, Physical & Biological Sciences
SHELLEY STAMP, Film and Digital Media
AUDREY E. STANLEY, Theater Arts, Emerita
BRIAN J. STAUFENBIEL, Music
ELIZABETH STEPHENS, Art
UNDANG SUMARNA, Music
DAVID SWANGER, Education and Creative Writing, Emeritus
JOHN W. TAMKUN, Molecular, Cell, and Developmental Biology
OTHMAR T. TOBISCH, Earth and Planetary Sciences, Emeritus
ANDREY TODOROV, Mathematics
ALLEN VAN GELDER, Computer Science
NATASHA V, Core Course
GUSTAVO VAZQUEZ, Film and Digital Media
MARILYN WALKER, Computer Science
YIMAN WANG, Film and Digital Media
EDWARD WARBURTON, Theater Arts
NOAH WARDRIP-FRUIJN, Computer Science
LEWIS WATTS, Art
C. GORDON WELLS, Education
LINDA WERNER, Computer Science
JAMES WHITEHEAD, Computer Science
PAUL WHITWORTH, Theater Arts
QUENTIN C. WILLIAMS, Earth and Planetary Sciences
ROB WILSON, Literature
RONALDO WILSON, Literature
DONALD WITTMAN, Social Sciences
DAVID YAGER, Art
KAREN YAMASHITA, Literature
GARY YOUNG, Literature and Cowell Press

College Administrative Officer

MICHAEL YAMAUCHI-GLEASON

Staff

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SUSAN J. BEACH, Assistant to the Provost
JAMES BLAINE, College Programs Coordinator
KENNETH BLAS, Senior Building Maintenance Worker
MAYA BORGUETA, Counseling Psychologist
TIFFANY BURNS, College Assistant/Mailroom Supervisor
MEGAN GNEKOW, Coordinator for Residential Education
DOYLENE CHAN, Counseling Psychologist
KATHY COONEY, Associate College Administrative Officer for Student Life
JOE DePAGE, Housing Coordinator, Counseling Psychologist
SEAN MALONE, Academic Adviser

SARAH MOLLENBRINK, Coordinator for Conduct & Education
ROBERT GIGES, Academic Preceptor
SEAN MALONE, Academic Advisor
JULIE OBERTS, Coordinator for Residential Education
ERIC PETERSON, Senior Building Maintenance Worker Supervisor
ARMIN QUIRING, Community Safety Officer Supervisor
SUE ROTH, Assistant to the College Administrative Officer
MARY SIERRA, Budget and Planning Specialist
MATTHEW SLOAN, Senior Building Maintenance Worker
STEVE STRICKLEY, Groundskeeper
ALYSSA YOUNG, Assistant College Programs Coordinator
TBD, Coordinator for Residential Education

[\[Top of Page\]](#)

Kresge College

Kresge has a strong academic community that emphasizes creativity, leadership, sustainability, and community. Our motto is Independence, Creativity, Community.

Academic Emphases

Kresge's core course 80, Power and Representation, is a writing class that explores the relationships between individuals and their communities. Our goal is to empower individuals to think beyond easy answers, to express themselves clearly, to feel at home in writing, and to feel powerful in representing themselves on the page. In Power and Representation, we examine the many ways we constitute ourselves (and are constituted) as individuals in relation to communities. First, we study ideas about representation as a theoretical grounding, and then focus on representations of nationality, ethnicity, sexual orientation, gender, and race in critical theory, film, fiction, theater, and nonfiction. Our purpose is to create a dialogue about ourselves and our relationship to our communities as it is, as it might be, and as we might help make it.

In addition to section meetings, on Tuesday nights all students come together to watch core-related films or performers or listen to lectures. All students complete a final creative project that engages with the theme of the course.

Lower-division transfer students who, prior to enrolling, have not completed at least one UC-transferable college English composition course with a minimum grade of C (2.0) or better are permitted to take the core course to satisfy the C1 (composition) requirement. Students who, in the Analytical Writing Placement Exam (AWPE), received a score of five or lower take a two-quarter version of the core class, designed to increase competency in college-level writing

In addition to the core course, Kresge offers a series of courses taught by guest faculty, alumni, and faculty affiliated with the college. These courses offer students the opportunity to study in small groups, focusing on topics related to faculty or alumni research interests, while at the same time enriching the standard curriculum. A new array of classes is offered each year. For example, Kresge has offered journalism, comic writing, documentary film, gardening, and service learning.

Kresge is home to the Writing Center, including the Creative Writing archives, and Writer's House, a living/learning community for students interested in creative writing and journalism, regardless of major.

A new living/learning community was created in Fall 2013. The Ecovillage is for students who want to actively create a new world based on cooperation and sustainable living. Kresge also offers the following opportunities:

- The new Common Ground Center promotes social and environmental change through undergraduate-focused action-education, research, advocacy, and civic engagement.
- Transformative Action and Service Learning classes prepare students to become innovators in real-life community projects.
- The Kresge Garden is the site of our organic gardening and food systems classes, where

students empower themselves by learning how to grow their own food and work together cooperatively.

Residential Life

Kresge was the sixth college to be built on the UCSC campus. The college was founded on the principle of participatory democracy as a means of encouraging a strong sense of community. Architecturally renowned, Kresge offers apartments rather than residence halls.

The Kresge apartments attract students with a sense of independence and community participation. Distinctively designed, the apartments at Kresge proper are configured for five to nine people. Kitchen and living areas look out onto the street, with other rooms facing the surrounding redwood forest. J and K Building's three-person apartments are reserved for continuing upper-division students. These two-bedroom apartments have an efficiency-style kitchen and living area.

The Residential Life and College Programs staff at Kresge work to bring students of similar interests together academically and socially by designing fun and unique programs based on student interest. Programs that focus on celebrating the diversity of the residential community, on multicultural community building, and on enhancing academic success through music events, mural painting, and food-centered events are highlighted.

Community Life

A wide variety of events and activities shape community life at Kresge: lectures, workshops, dances, and concerts are a regular part of student life at the college. The nature and tenor of these events are a reflection of the diverse interests of students and staff, who are committed to providing voice and opportunity for all community members.

Students actively shape the college community through participation in Kresge Parliament, an openly structured student organization responsible for voting the allocation of all college membership fees in support of activities and events. Parliament and Town Meetings also serve as a forum for the discussion of college and campus-wide issues with college staff and faculty. Additionally, students can get involved in the Kresge Multicultural Education Committee (KMEC), Music Co-op, Food Co-op, Photo Co-op, or the Kresge Garden.

Transfer Students

In recognition of the wealth of diversity that transfer students bring to the community—in terms of culture and experience—Kresge is the home of the STARS program (Services for Transfer and Re-entry Students). This is a staffed facility where students can gather to relax, socialize, hold meetings, and obtain campus information and resource support in a central location regardless of college affiliation. The resource center offers workshops, social evenings, and special events tailored to meet the needs of transfer students.

STARS also offers special advising workshops and two- and three-credit courses designed to help transfers in the process of entering the university and moving forward in their careers.

Facilities

At the entrance to the college is the restful Piazzetta, with a beautiful, architecturally designed fountain, and the Kresge Garden, the biggest student-run garden on campus. Leading off from the Piazzetta are STARS, the Commuter Lounge, and a student lounge equipped with television and DVD player. In addition to STARS, as a unique facility on the campus, the Commuter Lounge is a place for off-campus students who want to use a kitchen, shower, or lockers while on campus. Kresge's Photo Lab Co-op is above the Piazzetta and offers 24-hour accessibility to darkroom equipment. Adjacent to the nearby meadow are a racquetball court and an outdoor basketball court. The college includes a study center with soaring ceilings and walls of glass overlooking the forest, which also houses a writing center, a computer lab equipped with PCs for student use, and a student-run food co-op, where organic produce is sold and working memberships are available. At the top of the college are the Town Hall, the Music Co-op, and the Owl's Nest cafe.

For more information, call (831) 459-2071 or visit the web site: kresge.ucsc.edu.

Kresge Faculty and Staff

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KATHY FOLEY, Interim Provost

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ANJALI ARONDEKAR, Feminist Studies
THOMAS BANKS, Physics
KAREN BARAD, Feminist Studies
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MICHAEL BOLTE, Astronomy and Astrophysics
GINA DENT, Feminist Studies
SHELLY E. ERRINGTON, Anthropology
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CARLA FRECCERO, Literature
PASCALE GAITET, French Literature and Language
JODY GREENE, English Literature
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ROBERTO MANDUCHI, Computer Engineering
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CAROLYN MARTIN SHAW, Anthropology, Emerita
GEOFFREY MASON, Mathematics
MATTHEW McCARTHY, Ocean Sciences
ROBERT L. MEISTER, Politics
HELENE MOGLEN, Literature and Feminist Studies, Emerita
DERECK MURRAY, Art
MARCIA OCHOA, Community Studies
SCOTT OLIVER, Chemistry and Biochemistry
MICAHA PERKS Literature
JUAN POBLETE, Literature
NEOKLIS PLYZOTIS, Computer Science
STEFANO PROFUMO, Physics
JOSE RENAU, Computer Engineering
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DANIEL SCHAEFFER-GABRIEL, Feminist Studies
DANNY SCHEIE, Theater Arts
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PAUL N. SKENAZY, American Literature, Emeritus
ROSWELL (ROZ) SPAFFORD, Writing, Emerita
RENEE TAJIMA-PEÑA, Community Studies
WANG-CHIEW TAN, Computer Science
RICHARD TERDIMAN, Literature, Emeritus
ANNA TSING, Anthropology
SLAWEK TULACZYK, Earth & Planetary Sciences
KAREN TEI YAMASHITA, Literature

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ALAN ZAHLER, Molecular, Cell, and Developmental Biology
YI ZUO, Molecular, Cell, and Developmental Biology

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MICHAEL YAMAUCHI-GLEASON

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KALIN MCGRAW, Academic Preceptor
IAN MITCHELL, Maintenance Assistant
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CLAUDIA PARRISH, Transfer Center Coordinator
ERIC PETERSON, Senior Building Maintenance Worker Supervisor
KATHARINA PIERINI, Groundskeeper
ARMIN QUIRING, Community Safety Officer Supervisor
SARA RADOFF, Academic Adviser
JULIA RAGEN, Counseling Psychologist
SUE ROTH, Assistant to the College Administrative Officer
MARY SIERRA, Budget Analyst
TBD, Coordinator for Residential Education

[\[Top of Page\]](#)

Oakes College

Oakes was founded in 1972 to provide high-quality education to students from diverse cultural and social backgrounds. Students, staff, and faculty associated with the college believe that learning takes place not only in the classroom, but also in residential settings. For that reason, they work hard to create a multicultural community whose members strive to achieve ambitious goals—including equal access to educational opportunity and freedom from oppression—while simultaneously affirming and celebrating their distinctive cultural backgrounds.

Academic Emphases

The Oakes College faculty represents a wealth of expertise from the natural sciences to the humanities, and we are proud to have some of the top scholars in the world among our faculty fellows. Our students major in nearly every discipline at UCSC—from economics and computer science, to theater arts and Latin American and Latino studies—and they are well supported by the depth and breadth of the Oakes College faculty and the extensive knowledge of our advising team. Oakes graduates have gone on to successful careers in fields such as medicine, law, education, medical research, and community service.

The Oakes core course, Communicating Diversity for a Just Society, is required of all first-year students. The course is writing intensive and examines individual and collective responses to issues of culture, gender, sexuality, race, and class. Those who are admitted as transfer students are exempt from the core course requirement but may take the core course at their option pending available space; lower-division transfer students who, prior to enrolling, have not completed at least one UC-transferable college English composition course with a minimum grade of C (2.0) or better are permitted to take the core course to satisfy the C1 requirement.

At Oakes College, we are committed to fostering student engagement and leadership within and beyond the classroom. To this end, we encourage students to develop the knowledge, skills, and cross-cultural understanding necessary to become active citizens and future leaders in their own communities, workplaces, and academic disciplines as well as in the larger U.S. society and the world as a whole. We also provide a range of resources and programs that will enable all students to succeed in their academic endeavors. Such

resources include:

- The Learning Center and the Westside Writing Center at Oakes College provide space for study groups as well as tutoring and advising programs. Special assistance in writing and tutoring in a variety of subjects is offered to Oakes students and EOP students.
- The Oakes Computer Lab provides access to 20 PCs for Oakes students.
- Co-curricular programs like Oakes 4.0, Oakes Core Café, and the residential Science Community at Oakes College all offer living-learning opportunities to enhance student success and to provide students with unique opportunities for interacting with faculty in small group contexts.
- Oakes 77, Exploring Opportunities for Social Justice Field Work, provides students with the opportunity to work with a variety of community service organizations. All Oakes students are encouraged to contribute service to public agencies, schools, and community organizations in the city of Santa Cruz and in economically deprived areas of Santa Cruz and Monterey Counties. Oakes students serve as tutors, teachers, mentors, and community builders. Academic credit is available through the Oakes 77 course.
- Student services at Oakes include academic advising and psychological counseling.

College Community and Facilities

Oakes College, located on the west side of the UCSC campus, commands a sweeping view of Monterey Bay. Students may choose between apartment and residence hall living. The residence halls have a lounge, attractive courtyards, and views of the ocean and the city of Santa Cruz. Students can also share an apartment-style living space, which includes a common living area and small kitchen. All students participate in a University Meal Plan. Full-time coordinators for residential education and neighborhood assistants help residents develop cooperative ways of living together. As one student put it, "Oakes is a community where people of many different backgrounds, interests, and goals form a friendly neighborhood. We share our cultures and adapt to the different lifestyles of our neighbors." The residential program is designed to assist all students in integrating their academic and social needs. The residential staff host activities sponsored through its wellness, academic success, leadership, and social justice and diversity committees.

The college staff seeks to nurture and sustain a community in which mutual respect, understanding, and concern for others are the norm. Within that atmosphere of community expectations, students are also supported and encouraged to find room for their own creative personal expression.

The other facilities at Oakes further support the special programs of the college and provide recreational opportunities for the students. College facilities include the Learning Center, a multipurpose room for lectures, movies, and small theater productions; a college library; a quiet space for individual study, a dining facility shared with College Eight; TV lounges in the residences. Adjacent to the Oakes Café is the Guzman Room, a social and group study space. Oakes is also home to the Underdome, a small outdoor basketball court great for friendly three-on-three competition. Additional recreational facilities located close to the college include tennis courts, a large recreational field, and an indoor basketball court.

Oakes is named after Roscoe and Margaret Oakes in recognition of their generous philanthropy through the San Francisco Foundation.

For further information, call (831) 459-2558 or visit the web site: oakes.ucsc.edu.

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BRUCE N. COOPERSTEIN
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BALDO ZARAGOZA, Facilities Supervisor
Open— Academic Preceptor
Open—Assistant College Programs Coordinator
Open—College Programs Coordinator

[\[Top of Page\]](#)

College Eight

College Eight is dedicated to Environment and Society, and the college has a vigorous intellectual life around this theme. The college examines environmental issues from multiple perspectives, through the social and natural sciences, engineering, public policy, and science and technology studies. College Eight offers students a sense of community and opportunities to augment academic work with a wide range of extracurricular activities. These include events such as Earth Week, sustainability internships, and even a minor in Sustainability Studies.

College Eight students major in nearly every discipline offered at UCSC, while sharing a strong commitment to environmental stewardship. We teach our students and graduates to become environmentally aware green citizens, with the capacity to evaluate sustainability policies and strategies and the skills needed for hands-on engagement in the many projects and activities that will be required to ensure the future of the planet and human civilization.

Academic Emphases

College Eight sponsors a number of educational initiatives aimed at furthering its theme and mission. A three-quarter core course, *Nurturing Environmental Citizenship*, is taught by senior faculty from the departments of Politics, Ecology and Evolutionary Biology, Earth and Planetary Sciences, and Electrical Engineering. The fall-quarter course is mandatory for all incoming freshmen, and its goal is to introduce students to environmental issues, past, present, and future, with a special focus on California. The winter-quarter course addresses the principles of environmental science, while the spring quarter course examines how technological innovation and engineering can address environmental challenges. In addition, practicum internships, a three-quarter course on the tools of sustainability work, and the Sustainability Studies minor all enable students to acquire skills necessary for success in the coming green economy and to take on service-learning work with campus and community-based agencies and organizations. Additional college courses include garden internships, filmmaking for Santa Cruz TV (SCTV) and the student journal *Gaia*, student-led classes in sustainability, and a seminar on environment in film.

College Community and Facilities

College Eight is located on a sunny, terraced hillside on the west side of the UCSC campus, offering a spectacular view of Monterey Bay and the coastline as well as the redwood-covered hills. The college is designed to encourage interaction among resident and commuter students, with outdoor spaces for relaxing and informal opportunities to socialize. These include small residence hall patios, grass quadrangles, and a large plaza—the heart of the college—where pedestrian traffic converges. Adjacent to the college are recreational facilities that include the West Field House, tennis courts, basketball and sand volleyball courts, and playing fields. The Theater Arts and Music Centers, McHenry Library, and Porter and Oakes Colleges are a short walk from the college. Other parts of the university are easily accessible on foot or by frequent shuttle buses.

College Eight's facilities include an academic building that accommodates the college and faculty offices, the Sociology Department, associated research centers, classrooms and a computer lab with printers. Approximately 500 students live in the college's community of two- and three-story residence halls, which provide single, double, and triple rooms as well as suites. The residence halls include designated study lounges, laundry facilities, and lobbies that serve as living rooms—favorite places where residents gather to relax, watch television, and catch up on the news of the day. A number of these are themed residences, and the occupants are invited to small focused dinners with faculty and staff. Another 300 students are housed in College Eight's two-, three-, and four-bedroom apartments.

The college's residential staff includes both coordinators for residential education, who are full-time live-in professionals, and undergraduate resident assistants. The residential staff

plans a variety of educational and recreational events, including community barbecues, outdoor movies, and student-initiated events celebrating the diversity of our community. More intimate gatherings include study breaks, coffee talks, and potlucks. The residential staff is available to ease the transition to college life, making the college a comfortable new home for our residents.

The Student Commons building contains the office of College Eight's college programs coordinator, the office of the Student Environmental Center, and a large meeting room for student use. A study center/art gallery is located across the plaza. The College Eight Café offers a quiet, comfortable space and is a favorite haven and gathering place for students, faculty, staff, and other members of the campus community.

In conjunction with the student government and student organizations, the College Eight Student Programs Office plans social, multicultural, and educational events for the college community. Weekly Café Nights—featuring open mics, music, art shows, and guest speakers—accommodate the diverse spectra of cultural and artistic interests of the students. College Night, a quarterly cultural event, provides an opportunity for students to learn about a variety of cultures through entertainment, education, and delicious cuisine. In addition, the Student Programs Office works closely with the Student Environmental Center to bring programs that educate and build long-lasting networks, which aim to address the environmental issues affecting our world today.

Above all, College Eight seeks to create a community of inclusion, in which each person is encouraged to share and explore beliefs, worldviews, values, and ideas in an atmosphere of mutual support and trust.

For more information, contact the college at (831) 459-2361, e-mail 8housing@ucsc.edu or rrrhodes@ucsc.edu, or visit the web site: eight.ucsc.edu.

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JOHN S. PEARSE, Ecology and Evolutionary Biology, Emeritus
KEN PEDROTTI, Electrical Engineering
JAMES E. PEPPER, Environmental Planning, Emeritus
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CRAIG REINARMAN, Sociology
B. RUBY RICH, Film and Digital Media
LISA B. ROFEL, Anthropology
DANILYN RUTHERFORD, Anthropology
GURIQBAL SAHOTA, Literature
CHAD SALTIKOV, Microbiology and Environmental Toxicology
BRUNO SANSONO, Applied Math and Statistics
FELICITY SCHAEFFER, Feminist Studies
DANIEL SCHEIE, Theater Arts
MARTINE D. F. SCHLAG, Computer Engineering
BRUCE SCHUMM, Physics
BETH SHAPIRO, Ecology and Evolutionary Biology
B. SIRIAM SHASTRY, Physics
CAROL SHENNAN, Environmental Studies
TRISH STODDART, Education
ANDREW SZASZ, Sociology
BRUCE THOMPSON, History
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SLAWEK TULACZYK, Earth and Planetary Sciences
ZDRAVKA TZANZOVA, Environmental Studies
ANUJAN VARMA, Computer Engineering
JOHN VESECKY, Electrical Engineering
SU-HUA WANG, Psychology
MARTIN WEISSMAN, Mathematics
DAVID WELLMAN, Community Studies, Emeritus
CANDACE WEST, Sociology
STEVE WHITTAKER, Psychology
TERRIE M. WILLIAMS, Ecology and Evolutionary Biology
CHRISTOPHER WILMERS, Environmental Studies
JAMES WILSON, Writing
RASMUS WINTHER, Philosophy
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JONATHAN ZEHR, Ocean Sciences
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EVE ZYZIK, Languages

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[\[Top of Page\]](#)

College Nine

“At College Nine, we introduce students to our increasingly interconnected world. Students can learn about the impact of economic globalization. We also expect them to come to appreciate the diversity of cultural traditions.”

—Campbell Leaper, College Nine Founding Provost

Academic Emphases

College Nine’s theme of International and Global Perspectives emphasizes the impact of our increasingly interconnected world. We consider how people around the world affect one another through global economies, politics, and culture. Some specific issues that our academic and co-curricular programs consider are economic and cultural globalization, immigration, ethnic conflicts, genocide, and human rights. Our programs seek to respect both diversity and unity in understanding individuals and societies. Students interested in these issues either as their major focus or as part of their general education are invited to join the College Nine community.

Writing Seminar

In the first-quarter frosh course, Introduction to University Discourse: International and Global Issues, students examine current issues pertinent to the college’s intellectual theme. Topics address issues such as globalization, inequities in wealth and poverty across the world, human rights, and regional conflicts.

The seminar emphasizes the development of students’ writing skills. Being able to write well is a valuable asset for success in college and in most careers. Students write several reflective and analytical papers during the quarter. Each paper undergoes at least one revision after the student receives constructive feedback from the instructor. Thus, the instructors work closely with each student throughout the quarter.

All students who enter as frosh are required to pass the college writing seminar with a grade of C or better. Those who are admitted as transfer students are exempt from the core course requirement but may take the core course at their option pending available space; lower-division transfer students who, prior to enrolling, have not completed at least one UC-transferable college English composition course with a minimum grade of C (2.0) or better are permitted to take the core course to satisfy the C1 requirement.

Special Academic and Co-curricular Programs

Optional programs are available to involve College Nine students in academic and co-curricular activities beyond the first-quarter course. They are designed to promote students’ academic achievement and success by connecting them with faculty mentors and helping them pursue leadership experiences in particular contexts.

Global Action

In this workshop facilitated by peer instructors, students will learn about current

international and global issues through interactive exercises, small group discussions, and faculty presentations. Students will develop an “action plan” to raise awareness about one or more of these concerns and take practical steps to create positive change in the world.

Service Learning: Esprit de Corps (110 and 110B), Praxis, and Alternative Spring Break

Students can extend their learning beyond the classroom by gaining practical experience volunteering for a school or a nonprofit organization in the Santa Cruz community. Examples include assisting in a classroom or at a homeless shelter. College Nine has its own service-learning class, Esprit de Corps (110 and 110B), taught by our service-learning coordinator. Students meet weekly to reflect on their experiences, discuss readings, and listen to speakers from the community. To complete the service experience, students develop a final paper or project related to civic engagement. The class is available all three quarters and is facilitated by students during the winter and spring. Praxis, College Nine’s community-service organization, provides another way to serve the Santa Cruz community. Praxis students meet weekly and volunteer on the weekends at a variety of locations. Over the spring break students can participate in an Alternative Spring Break Project and earn credit at the same time. Students join forces with Live Oak community activists by immersing themselves in the issues and solutions of this multifaceted region of Santa Cruz County.

Students as Teachers and Mentors

College Nine students have special opportunities to become course assistants, tutors, and student mentors for course credit. Students gain independent experience as teachers leading their own discussion sections of a College Nine course. They receive close supervision that emphasizes a collaborative approach to developing and enhancing teaching, communication, and leadership skills. The College Nine academic advisers can also direct students to other opportunities for student teaching and peer-mentoring programs on campus. These are excellent opportunities to work closely with a faculty member and to develop one’s own skills as a teacher and a leader.

Global Information Internship Program

The Global Information Internship Program (GIIP) places highly motivated students in internships with nongovernmental organizations and community groups. Students in GIIP help these organizations and groups in the use of Internet-based information and communications technologies. Interns acquire leadership and organizational skills through the “learning-by-doing” method. For more information, visit the web site at giip.org/.

Practical Activism: Tools for Local and Global Change

The annual Practical Activism Conference is a daylong, student-led event featuring keynote speakers, ten workshops, various on- and off-campus organizations, performances, and a variety of hands-on activism activities. Students gain valuable leadership and organizing skills through developing and planning this exceptional program, which involves collaboration among faculty, staff, and the local community. Visit activism.ucsc.edu for more information.

Education Abroad

The UC Education Abroad Program places students at a university in another country for one or more quarters. Studying abroad can be a valuable way to expand ones understanding of the world. Given the international focus at College Nine, students are encouraged (but not required) to develop a second language or to study abroad.

Research Opportunities

The faculty at UC Santa Cruz are highly ranked for the quality of their research. College Nine students are encouraged to take advantage of the many excellent opportunities available to work closely with faculty as research apprentices. Students will find many internship, independent study, or senior thesis programs in the departments of most majors. The College Nine academic advisers will help link students with these programs.

College Nine Pathways to Distinction

Another feature of College Nine is that qualified students may graduate with College Nine

Distinction. This recognition is intended to serve as an incentive for students to pursue activities that are especially apt to help them succeed in college and beyond. Two pathways are possible:

- Research and scholarship. In this pathway, students pursue research with faculty by completing three quarters (15 credits) of work on a senior thesis or a research internship. Students may be recognized with College Nine Distinction if they do a thesis or a research internship in their major on a topic related to international or global issues.
- Language and culture. Students who enroll in at least three quarters (15 credits) in either Education Abroad or a foreign language (or a combination) may qualify for College Nine Distinction.

College Community

Founded in Fall 2000, College Nine is one of the newest colleges at UCSC. Consistent with UCSC's founding vision, College Nine creates an integrated living and learning environment through engaging academic and extracurricular programs focusing on the theme of International and Global Perspectives. Students and staff collaborate to develop an array of programs exploring the many aspects of the college's theme. Some of the programs include faculty presentations, guest speakers, debates, films, arts events, and interactive workshops. These programs bring together members of our community to learn, debate, and challenge ourselves about important issues facing us today in an atmosphere of mutual respect and engagement.

College Nights

Several times a quarter, the college community comes together to plan College Night, which is a large-scale community celebration held in the dining commons and open to all College Nine students whether or not they live on campus. These events are planned by students and focus on some element of international and global issues. College Nights include food, entertainment, and educational materials related to the theme. Past College Nights have featured international dance and music, Earth Day, and other topics relevant to the college theme.

Student Government

The College Nine Student Senate serves as the student government for College Nine and represents its students to the college and campus administrations and to the Student Union Assembly (SUA), the campuswide student governance board. The Senate appoints students to campus and college committees, consults with college administration on policy development, and provides monetary support to student organizations.

International Living Center

The International Living Center (ILC) at College Nine offers a unique living environment fostering understanding, cooperation, and friendship among upper-division students from different nations, cultures, and backgrounds. Half of the residents are students from the United States, and the other half are students from various countries around the world. Students reside in the Colleges Nine and Ten Apartments. Based out of the International Living Center, the International Affairs Group (IAG) offers all Colleges Nine and Ten community members the opportunity to engage in lively discussions about important current international issues with one another through guest speakers, film, literature, media and personal experience.

iFloor

The iFloor is a residence hall floor made up of a mix of international first-year students and U.S. first-year students who apply to live in this intentional intercultural community housed within the College Nine. This unique community offers residents opportunities to make meaningful, lifelong friendships and connections that extend beyond borders.

Think Global; Act Local

Think Global; Act Local is College Nine's living-learning community for students who wish to practice the components of service learning. Students living on this floor will have the opportunity to gain knowledge and understanding of important social justice issues

occurring in Santa Cruz and in the world at large. Students participate in local service projects several times per quarter and take the time to reflect individually and as a group upon their actions.

Co-curricular Programs and Opportunities

Getting involved in co-curricular activities is a predictor of college success. Not only do college activities help students make friends, they foster leadership and group cooperation skills. There are many opportunities at College Nine for student involvement. These include the following groups as well as many other programs, activities, and clubs.

Global Leadership Development (GLAD)

GLAD meets weekly throughout the fall quarter and provides a wide range of exercises, guest speakers, and programs designed to foster and develop participants' efficacy as world citizens and leaders of College Nine.

CREATE

CREATE (Cultural Resources to Educate and to Empower) offers a community at College Nine for students of color to find support and empowerment through mentorship and friendship.

Praxis (Student Volunteer Community)

Praxis is an organization geared toward community building and social justice. By participating in Praxis, students gain exposure to a variety of Santa Cruz community agencies and explore what it means to be agents of social change.

Intercultural Community Weekend

This two-day retreat provides international and U.S. students from diverse backgrounds the opportunity to explore various components of intercultural communication. Through a series of structured exercises and small-group discussions, students share perspectives on issues such as multiculturalism, values orientation, and cross-cultural communication. The goal of the workshop is to build community and friendship between international and U.S. students as well as to increase students' understanding of the complexity of communicating across cultures.

Physical Surroundings

College Nine is situated in a redwood grove next to the Social Sciences 1 and 2 Buildings near the heart of campus. One of the campus's Instructional Computing Labs is conveniently located in the Social Sciences 1 Building. A nature preserve serves as College Nine's "backyard." College Nine students have immediate access to hiking, running, and mountain bike trails in the adjacent forest.

Residence halls offer approximately 500 single, double, and triple bedrooms. These fully furnished residence halls include student lounges, recreational spaces, and Internet connections. In addition, there is a state-of-the-art dining hall with an adjoining multipurpose room and recreation lounge for both College Nine and College Ten.

College Nine and College Ten also house approximately 300 upper-division students in apartments, with 190 students in single bedrooms and the balance in double and triple rooms. All apartments have full kitchens, living rooms, bathrooms, and Internet connections. Ground-floor apartments have decks, and most upper apartments have private balconies.

For more information about academic or general college programs, call (831) 459-5034, e-mail jhartman@ucsc.edu or visit the College Nine web site: collegenine.ucsc.edu.

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CATHERINE COOPER, Psychology
BEN CROW,* Sociology
KENT EATON, Politics
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ERIN RAMSDEN, Co-curricular Programs Coordinator
BILL REID, Groundskeeper
CHRIS SALERNO, Reservations and Events Coordinator
REGGIE SHAW, JR, Coordinator for Residential Education
CURTIS SWAIN, Community Safety Officer
SARAH WOODSIDE BURY, Associate College Administrative Officer

[\[Top of Page\]](#)

College Ten

"Our goal at College Ten is to foster students' concerns for social justice and their respect for diversity. This appreciation develops through both understanding and practice. Students can study the roots of social problems such as prejudice, ethnic hatreds, poverty, and political oppression. Another form of learning can occur through involvement in community organizations and other agencies. In these ways, we hope our students can contribute to the makings of a better world."

—Campbell Leaper, College Ten Founding Provost

Academic Emphases

College Ten's theme of Social Justice and Community addresses a range of social problems and their impact on all members of society. In particular, the academic and co-curricular programs consider the injustices that many people confront in their lives. Possible community and governmental policies for addressing social, political, and economic inequalities are also examined. In addition, the college provides students with opportunities to make their own positive contributions to social change through community involvement or scholarly research.

The college curriculum explores the causes and consequences of social injustice in several ways. Students examine the roots of prejudice, discrimination, and violence directed toward groups based on their ethnicity, skin color, gender, sexual orientation, religious beliefs, or political views. They also consider the causes and consequences of poverty both within the United States and around the world.

Writing Seminar

In the first-quarter frosh course, Introduction to University Discourse: Social Justice and Community, students examine current issues pertinent to the college's intellectual theme. Students explore issues such as poverty, discrimination, and economic injustice and address ways that communities, governments, and businesses can address inequities in society.

The seminar emphasizes the development of students' writing, reading, and speaking skills. Being able to write well is a valuable asset for success in college and later in most careers. Students write several reflective and analytical papers during the quarter. Each paper undergoes at least one revision after the student receives constructive feedback from the instructor. Thus, the instructors work closely with each student throughout the quarter.

All students who enter as frosh are required to pass the college writing seminar with a grade of C or better. Those who are admitted as transfer students are exempt from the core course requirement but may take the core course at their option pending available space; lower-division transfer students who, prior to enrolling, have not completed at least

one UC-transferable college English composition course with a minimum grade of C (2.0) or better are permitted to take the core course to satisfy the C1 requirement.

Special Academic and Co-curricular Programs

Optional programs are available to involve College Ten students in academic and co-curricular activities beyond the first-quarter core course. They are designed to promote students' academic achievement and success by connecting them with faculty mentors and helping them pursue leadership experiences in particular contexts.

Social Justice Issues Workshop

College Ten students have the option of enrolling in the Social Justice Issues Workshop in winter quarter. This two-credit course meets once per week and can be taken in addition to a regular 15-credit academic load. The workshop offers a small, dynamic learning community in which members explore important issues of personal and cultural identity; social, political, and environmental concerns; and community-mindedness. The class emphasizes small-group experiential learning through structured exercises and group activities, and also includes discussions, film presentations, and guest speakers.

Service Learning: Esprit de Corps (110 and 110B), Praxis, and Alternative Spring Break

Students can extend their learning beyond the classroom by gaining practical experience volunteering for a school or nonprofit in the Santa Cruz community for credit. Examples include assisting in a classroom or at a homeless shelter. College Ten has its own service-learning class, Esprit de Corps (110 and 110B), taught by our service-learning coordinator. Students meet weekly to reflect on their experiences, discuss readings, and listen to speakers from the community. To complete the service experience, students develop a final project related to civic engagement. The class is available all three quarters and is facilitated by students during the winter and spring. Praxis, College Ten's community-service organization, provides another way to serve the Santa Cruz community. Praxis students meet weekly and volunteer on the weekends at a variety of locations. Over the spring break students can participate in an Alternative Spring Break Project and earn credit at the same time. Students join forces with Live Oak community activists by immersing themselves in the issues and solutions of this multifaceted region of Santa Cruz County.

Practical Activism: Tools for Local and Global Change

The annual Practical Activism Conference is a daylong, student-led event featuring keynote speakers, 10 workshops, various on-and off-campus organizations, performances, and a variety of hands-on activism activities. Students gain valuable leadership and organizing skills through developing and planning this exceptional program, which involves collaboration among faculty, staff, and the local community. Visit activism.ucsc.edu for more information.

Students as Teachers and Mentors

College Ten students have special opportunities to become course assistants, tutors, and student mentors for course credit. Students gain independent experience as teachers leading their own discussion sections of a College Ten course. They receive close supervision that emphasizes a collaborative approach to developing and enhancing teaching, communication, and leadership skills. The College Ten academic advisers can also direct students to other opportunities for student teaching and peer-mentoring programs on campus. These are excellent opportunities to work closely with a faculty member and to develop one's own skills as a teacher and a leader.

Research Opportunities

The faculty at UC Santa Cruz are highly ranked for the quality of their research. College Ten students are encouraged to take advantage of the many excellent opportunities available to work closely with faculty as research apprentices. Students will find many internship, independent study, or senior thesis programs in the departments of most majors. The College Ten academic advisers will help link students with these programs.

College Ten Pathways to Distinction

We understand that learning styles and educational commitments are unique and personal.

Therefore, students are recognized with College Ten Distinction upon successful completion of three quarters (15 credits) of experiential course work in Service and Leadership and/or Research and Scholarship focused on social justice and diversity issues. Applicable courses in service-learning and research opportunities with faculty can fulfill the criteria for distinction. This recognition is intended to serve as an incentive for students to pursue activities that are apt to help them succeed in college and beyond.

College Community

Founded in Fall 2002, College Ten is the newest college at UCSC. Consistent with UCSC's founding vision, College Ten creates an integrated living-and-learning environment through engaging academic and extracurricular programs focusing on the theme of Social Justice and Community. Students and staff collaborate to develop an array of programs exploring the many aspects of social justice. Some of the programs include faculty presentations, guest speakers, debates, films, arts events, and interactive workshops. These programs bring together members of our community to learn, debate, and challenge ourselves about important issues facing us today in an atmosphere of mutual respect and engagement.

College Nights

Several times a quarter, students and staff work together to plan College Nights, which are large-scale community celebrations held in the dining commons and open to all College Ten students whether or not they live on campus. College Nights include food, entertainment, and educational materials related to a theme. Past College Night themes have included International Dance and Music, Earth Day, and other topics relevant to the college theme.

Student Government

The College Ten Student Senate serves as the student government for College Ten and represents its students to the college and campus administrations and to the Student Union Assembly (SUA), the campuswide governance board. The Senate appoints students to campus and college committees, consults with college administration on policy development, and provides monetary support to student organizations.

Rumi's Field

Named after a renowned peace-seeking Sufi poet, Rumi's Field offers a space for student who wish to learn, live and interact, using the skills of Nonviolent Communication. Taught and practiced around the globe, Nonviolent Communication (NVC) strengthens one's ability to inspire compassion from others and respond compassionately even under difficult circumstances. This mixed community of College Ten first-year and continuing students will offer the opportunity to engage in dialog and resolve conflict using NVC consciousness as a tool for personal and societal transformation.

Co-curricular Programs and Opportunities

Getting involved in co-curricular activities is a predictor of college success. Not only do college activities help students make friends, they foster leadership and group cooperation skills. There are many opportunities at College Ten for student involvement. These include the following groups as well as many other programs, activities, and clubs.

CREATE

The purpose of CREATE (Cultural Resources to Educate and to Empower) is to facilitate the ongoing discussion of diversity issues at College Ten and in our living communities, learn about and promote multiculturalism, plan activities, and help students and staff have a resource for inclusiveness and training.

ENGAGE

ENGAGE (Explore New Growth and Gain Experience) offers students the opportunity to explore and develop their own beliefs, values, and feelings about current issues and social concerns. Students gain leadership skills through collaborating on a community action project, and develop relationships and experience to become leaders in the College Ten community. ENGAGE meets weekly throughout fall quarter.

Multicultural Community Weekend

This two-day retreat provides students from diverse backgrounds the opportunity to explore aspects of social justice, diversity, and community through a series of exercises and discussions (both structured and informal). Participants explore issues impacting our individual identities (e.g., race, class, gender, sexual orientation, ability, religion), increase their understanding of the complexities of communicating across diverse experiences and backgrounds, build communication skills, and share in celebrating and deconstructing the diversity of our community. The Multicultural Community Weekend is optional; students apply for this opportunity in the fall.

Terry Freitas Café

Located at College Ten, Terry Freitas Café is a favorite gathering place. It is open nightly for social justice performances, music, and social interaction.

Physical Surroundings

College Ten is situated in a redwood grove next to the Social Sciences 1 and 2 Buildings near the heart of campus. One of the campus's Instructional Computing Labs is conveniently located in Social Sciences 1. A nature preserve serves as College Ten's "backyard." College Ten students have immediate access to hiking, running, and mountain bike trails in the adjacent forest. Residence halls offer approximately 500 single, double, and triple bedrooms. These fully furnished residence halls include student lounges, recreational spaces, and Internet connections. In addition, there is a state-of-the-art dining hall with an adjoining game room and student lounge for both Colleges Nine and Ten. Colleges Ten and Nine also house approximately 300 upper-division students in apartments, with 190 students in single bedrooms and the balance in double and triple rooms. All apartments have full kitchens, living rooms, bathrooms, and Internet connections. Ground-floor apartments have decks, and most upper apartments have private balconies.

For more information about academic or general college programs, call (831) 459-5034, e-mail jhartman@ucsc.edu or visit the College Ten web site: collegeten.ucsc.edu.

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[\[Top of Page\]](#)

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