

EXHIBIT 4

#19(a)

A Resource for the University of California Community

UCCopyright



Systemwide Policies and Resources	Campus Policies and Resources	Copyright Ownership	Using Copyrighted Works	Additional Resources	FAQs
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Using Copyrighted Works

Federal copyright laws protect all original works of authorship fixed in a tangible medium. When using material that has been written, recorded, or designed by someone else, it is important to make sure that you are not violating copyright law by improperly using someone else's intellectual property.

The University of California is committed to upholding copyright law. For more information about electronic communications policies, network management practices, and how the University educates students about copyright, see "UC Commitment to Copyright Law" from the department of Information Resources & Communications.

To find out more about using copyrighted works, explore the following subject areas:

- **Obtaining Permissions** - a step-by-step guide with strategies for getting permission to use copyrighted works for educational purposes.
- **Public Domain** - works that are not covered by copyright protection.
- **Fair Use** - factors to help determine whether your use qualifies as "fair use."
- **Web Sites** - copyright law also applies to electronic resources, including web sites.
- **The TEACH Act** - establishes new standards for copyright and distance education

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Information Resources & Communications

UC Commitment to Copyright Law

The University of California is committed to upholding U.S. copyright law. As an Internet Service Provider under the meaning of the Digital Millennium Copyright Act (DMCA), the University does not monitor its networks for the purpose of discovering illegal activity. However, the University pursues a set of ongoing initiatives to ensure that copyright, particularly as it applies to digital assets, is respected within the University community. These initiatives are described below.

■ Education of Students about Copyright

The University uses a variety of activities, Web sites, and printed materials to educate students about copyright regulations. The campuses hold new student and housing orientations during which students are informed about acceptable use of University computer resources. These sessions generally describe the kinds of activities that are not allowed, possible sanctions for violation of policy, and the strain that illegal file sharing places on the University's network resources. All students who receive University-supported electronic communications accounts are provided their campus's acceptable use policy and are informed that they must abide by its provisions. These policies define which activities are prohibited and seek to educate students about their responsibilities as users of University communications systems. Some campus initiatives also are directed at educating support staff who work with students, such as computer lab managers and help desk personnel. A pamphlet, "Getting the Message: Highlights of the University of California Electronic Communications Policy," is available to students, faculty, and staff and puts in plain, easily understood language those key tenets within University policy that apply to allowable use, personal use, cyber-citizenship, and other topics.

■ Universitywide Policy on Use of Electronic Communications

The University's Electronic Communications Policy defines allowable use of all electronic communications resources provided by the University, and requires that electronic communications comply with applicable intellectual property law:

The contents of all electronic communications shall conform to laws and University policies regarding protection of intellectual property, including laws and policies regarding copyright, patents, and trademarks. When the content and distribution of an electronic communication would exceed fair use as defined by the federal Copyright Act of 1976, users of University electronic communications resources shall secure appropriate permission to distribute protected material in any form, including text, photographic images, audio, video, graphic illustrations, and computer software. (ECP Section III, Allowable Use, D.10)

Campuses implement local policies that further define appropriate use of electronic communications systems. These include guidelines for responding to any violations of law and University policy.

■ Network Management Practices

Campuses have developed various network management strategies to balance the many and competing demands placed on network resources. Under provisions of the DMCA and as a matter of University policy, the University does not routinely search for illegal activity that may occur over its networks. However, network administrators pay attention to network traffic as one method to manage the resource and ensure that bandwidth is available for academic, research, and administrative uses. In the process, administrators identify anomalies in traffic, such as spikes in usage, and follow up as appropriate. In addition, UC campuses are using or investigating the use of bandwidth-shaping technologies. These technologies allow network administrators to implement strategies that help reserve network access primarily for purposes in alignment with the University's mission.

■ University Judicial Procedures and Effective Remedies

The University handles claims of online infringement under the DMCA through established processes.

Once notified of possible copyright infringement, most students do not repeat the activity, and most cases do not result in a University judicial process. When it is necessary to initiate a judicial review, however, campuses utilize established local procedures for adjudicating violations of University policy, including copyright violations. Appropriate sanctions are imposed according to University guidelines. The type of sanction imposed depends on the facts of the case and may range from probation to loss of privileges, to suspension, and, potentially, to dismissal from the University. Campuses may use sanctions as a means to further educate students about responsibilities. For example, the student may be required to take an ethics course, carry out community service, or develop copyright education materials for distribution.

It is important to note that the UC Electronic Communications Policy provides for sanctions. It states that "In compliance with the Digital Millennium Copyright Act, the university reserves the right to suspend or terminate access to university electronic communications systems and services by any user who repeatedly violates

copyright law." (ECP Section III Allowable Use, E)

The University recognizes that the emergence of file sharing technologies challenges the University community as a whole to think in new ways about copyright, ethical obligations, academic culture, and operational constraints. A significant producer and consumer of intellectual property, the University has a profound interest in upholding copyright law and will continue to work to find innovative and effective solutions, including ongoing educational efforts, that meet these complex challenges.

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Please submit your questions, comments, and suggestions at [feedback.html](#)

Last updated: May 17, 2007

A Resource for the University of California Community

#19(c)



UCCopyright



**Systemwide
Policies and
Resources**

**Campus Policies
and Resources**

**Copyright
Ownership**

**Using
Copyrighted
Works**

**Additional
Resources**

FAQs

Welcome to the UC Copyright Education Web Site

Copyright and the "fair use" doctrine are of special concern in education and research. Every day educators and scholars deal with the creation and communication of ideas and information embodied in copyrighted works. As both creators and users of copyrighted and public domain materials, it is vital that the University of California faculty, students, and staff understand and responsibly exercise the rights accorded them under the copyright law, particularly now in light of new technologies and laws that challenge long-standing educational and library exemptions and interpretations.



This web site was created in response to those needs; it is devoted to educating the larger UC academic community about copyright. It is a direct outgrowth of the University Standing Committee on Copyright's continuing commitment to improve the quality and delivery of copyright information, education, and support services available to the UC community.

This site serves as an educational resource for the UC community. The site assembles a wide range of materials related to the use of copyrighted and public domain materials by individuals and educational institutions. The information on this site is intended as a guide to copyright in the academic setting and should not be construed as legal advice.

About this Site

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Information Resources & Communications

Universitywide Copyright Policies and Guidance

Electronic Communications Policy

The University of California Electronic Communications Policy (ECP) prohibits the use of University computers, networks, or other resources for the purpose of illegally sharing copyrighted works. It specifically prohibits use of electronic communications resources for unlawful activities (see Section III.D.3. Restrictions).

- **Allowable Use**

"The contents of all electronic communications shall conform to laws and University policies regarding protection of intellectual property, including laws and policies regarding copyright, patents, and trademarks." (section III.D.10. Intellectual Property)

- **Violations of Law and Policy**

"University policy prohibits the use of University property for illegal purposes and for purposes not in support of the mission of the University. In addition to legal sanctions, violators of this Policy may be subject to disciplinary action up to and including dismissal or expulsion, pursuant to University policies and collective bargaining agreements." (section II.E.2. University Disciplinary Action)

- **Access Restriction**

"In compliance with the Digital Millennium Copyright Act, the University reserves the right to suspend or terminate use of University electronic communications systems and services by any user who repeatedly violates copyright law." (section III.E.)

Student Conduct Policy

Under the Universitywide Policy on Student Conduct and Discipline, illegal file-sharing of copyrighted materials is a violation that may be grounds for discipline.

- "Chancellors may impose discipline for the commission or attempted commission...of the following types of violations..." (section 102)
 - "Abuses include (but are not limited to) unauthorized entry, use, transfer, or tampering with the communications of others; interference with the work of others and with the operations of computer and electronic communications facilities, systems, and services; or copyright infringement (for example, the illegal file-sharing of copyrighted materials). (section 102.5)

Additional Information

The Web sites listed below link to additional pertinent UC policies and provide explanatory information about those policies as well as US copyright law.

- "Getting the Message: Highlights of the University of California Electronic Communications Policy"
- University of California Guidelines for Compliance with the Online Service Provider Provisions of the Digital Millennium Copyright Act
- Copyright Education
- University of California Policy on Copyright Ownership
- University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research

[Back to Digital Copyright Protection](#)

Please submit your questions, comments, and suggestions at [feedback.html](#)

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Electronic Communications Policy

University of California
Office of the President

Issued November 17, 2000
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I. INTRODUCTION

The University of California encourages the use of electronic communications to share information and knowledge in support of the University's mission of education, research and public service and to conduct the University's business. To this end, the University supports and provides interactive electronic communications services and facilities for telecommunications, mail, publishing, and broadcasting.

Recognizing the convergence of technologies based on voice, video, and data networks, as Presidential Policy [<http://www.ucop.edu/ucophome/coordrev/policy/>], the University of California Electronic Communications Policy establishes principles, rules, and procedures applying to all members of the University community to specifically address issues particular to the use of electronic communications. It clarifies the applicability of law to electronic communications and references other University guidelines to ensure consistent application of the Electronic Communications Policy on all University campuses (see Appendix B, References).

II. GENERAL PROVISIONS**A. PURPOSE**

The purposes of this Policy are to:

- Establish policy on privacy, confidentiality, and security in electronic communications;
- Ensure that University electronic communications resources are used for purposes appropriate to the University's mission;
- Inform the University community about the applicability of laws and University policies to electronic communications;
- Ensure that electronic communications resources are used in compliance with those laws and University policies; and
- Prevent disruptions to and misuse of University electronic communications resources, services, and activities.

B. SCOPE

This Policy applies to:

- All electronic communications resources owned or managed by the University;
- All electronic communications resources provided by the University through contracts and other agreements with the University;
- All users and uses of University electronic communications resources; and
- All University electronic communications records in the possession of University employees or of other users of electronic communications resources provided by the University.

This Policy does not apply to electronic communications resources of the Department of Energy Laboratories managed by the University, or to users of such electronic communications resources who are employees and agents of those Laboratories. The Policy does apply to University users (as defined here) of the DOE Laboratories' electronic communications resources, to the extent that the provisions of the Policy are not superseded by those of DOE Laboratories managed by the University.

This Policy applies to the contents of electronic communications, and to the electronic attachments and transactional information associated with such communications.

This Policy applies only to electronic communications records in electronic form. The Policy does not apply to printed copies of electronic communications records or printed copies of transactional information. Electronic communications records in either printed or electronic form are subject to federal and state laws as well as University records management policies, including their provisions regarding retention and disclosure (see State of California Statutes, Federal Statutes and Regulations, and Business and Finance Bulletins in the Records Management and Privacy (RMP) series listed in Appendix B, References).

C. DEFINITIONS

The following terms used in this Policy are defined in Appendix A, Definitions. Knowledge of these definitions is important to an understanding of this Policy.

- Compelling Circumstances
- Electronic Communications
- Electronic Communications Resources
- Electronic Communications Records
- Electronic Communications Service Provider
- Electronic Communications Systems or Services
- Emergency Circumstances
- Faculty
- Holder of an Electronic Communications Record or Electronic Communications Holder
- Possession of Electronic Communications Record
- Public Record
- Substantiated Reason
- Time-dependent, Critical Operational Circumstances
- Transactional Information
- University Administrative Record
- University Electronic Communications Record
- University Electronic Communications Systems or Services
- Use of Electronic Communications Services

D. RESPONSIBILITIES

1. **Policy.** This Policy is issued by the President of the University of California. The Associate Vice President, Information Resources and Communications (IR&C) in the Office of the President is responsible for maintenance of this Policy.

2. **Implementation.** Each Chancellor, and for the Office of the President, the Senior Vice President, Business and Finance, shall designate a coordinator to administer the Policy. In consultation with faculty, students, and staff, the designated coordinator shall develop, maintain, and publish specific procedures and practices that implement this Policy. Campus procedures shall include information on accessibility of student information, authorized users, procedures for restricting or denying use of its electronic communications services, adjudication of complaints, network monitoring practices, and other matters as described in Attachment 2, Implementation Guidelines. IR&C shall facilitate regular communication among campus coordinators to address consistency in campus implementing procedures.
3. **Informational Material.** Campuses shall provide users of University electronic communications resources with instructional material based on this Policy and on their own campus implementation guidelines.

E. VIOLATIONS OF LAW AND POLICY

1. **Law.** Federal and state law prohibit the theft or abuse of computers and other electronic resources such as electronic communications resources, systems, and services. Abuses include (but are not limited to) unauthorized entry, use, transfer, tampering with the communications of others, and interference with the work of others and with the operation of electronic communications resources, systems, and services. The law classifies certain types of offenses as felonies (see Appendix B, References).
2. **University Disciplinary Actions.** University policy prohibits the use of University property for illegal purposes and for purposes not in support of the mission of the University. In addition to legal sanctions, violators of this Policy may be subject to disciplinary action up to and including dismissal or expulsion, pursuant to University policies and collective bargaining agreements. Further information on permitted and prohibited uses is given in Section III, Allowable Use.

III. ALLOWABLE USE**A. INTRODUCTION**

The University encourages the use of electronic communications resources and makes them widely available to the University community. Nonetheless, the use of electronic communications resources is limited by restrictions that apply to all University property and by constraints necessary for the reliable operation of electronic communications systems and services. The University reserves the right to deny use of its electronic communications services when necessary to satisfy these restrictions and constraints.

In general, the University cannot and does not wish to be the arbiter of the contents of electronic communications. Neither can the University always protect users from receiving electronic messages they might find offensive.

B. OWNERSHIP

This Policy does not address the ownership of intellectual property stored on or transmitted through University electronic communications resources. Ownership of intellectual property is governed by law, the University of California Policy on Copyright Ownership (1992) and the 2003 Policy on Ownership of Course Materials, Academic Personnel Policy 020, Special Services to Individuals and Organizations (Regulation 4), and other University policies and contracts (see Appendix B, References).

University policy issued by Vice President Bolton on October 31, 1969 and reiterated in Business and Finance Bulletin RMP-1, University Records Management Program (see Appendix B, References) assigns the ownership of the administrative records of the University to The Regents of the University of California. This applies whether such records are in paper, digital, or other format. Electronic communications records pertaining to the administrative business of the University are considered public records (see Appendix A, Definitions), whether or not the University owns the electronic communications resources, systems or services used to create, send, forward, reply to, transmit, store, hold, copy, download, display, view, read, print, or otherwise record them. Other records, although not owned by The Regents, nevertheless may be subject to disclosure as public records under the California Public Records Act if they pertain to the business of the University.

University electronic communications resources, systems and services are the property of The Regents of the University of California. These include all components of the electronic communications physical infrastructure and any

electronic communications address, number, account, or other identifier associated with the University or any unit of the University or assigned by the University to individuals, units, or functions.

C. ALLOWABLE USERS

1. **University Users.** University students, faculty, staff, and others affiliated with the University (including those in program, contract, or license relationships with the University) may, as authorized by the Chancellor, be eligible to use University electronic communications resources and services for purposes in accordance with Sections III.D, Allowable Use.
2. **Public Users.** Persons and organizations that are not University Users may only access University electronic communications resources or services under programs sponsored by the University, as authorized by the Chancellor, or for the Office of the President, the Senior Vice President, Business and Finance, for purposes of such public access in accordance with Section III.D, Allowable Use.
3. **Transient Users.** Users whose electronic communications merely transit University facilities as a result of network routing protocols are not considered "Users" for the purposes of this Policy.

D. ALLOWABLE USES

Use of University electronic communications resources is allowable subject to the following conditions:

1. **Purpose.** Electronic communications resources may be provided by University units or sub-units in support of the teaching, research, and public service mission of the University, and of the administrative functions that support this mission.
2. **Non-Competition.** University electronic communications resources shall not be provided to individual consumers or organizations outside the University except by approval of the Chancellor. Such services shall support the mission of the University and not be in competition with commercial providers.
3. **Restrictions.** University electronic communications resources may not be used for:

- unlawful activities;
 - commercial purposes not under the auspices of the University;
 - personal financial gain (except as permitted under applicable academic personnel policies);
 - personal use inconsistent with Section III.D, Allowable Uses; or
 - uses that violate other University or campus policies or guidelines. The latter include, but are not limited to, policies and guidelines regarding intellectual property and sexual or other forms of harassment (see Appendix B, References).
4. **Representation.** Use of the University's name and seal is regulated by the State of California Education Code 92000. Users of electronic communications resources must abide by this statute as well as by University and campus policies on the use of the University's name, seals, and trademarks (see Appendix B, References). Users of electronic communications resources shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the University or any unit of the University unless appropriately authorized to do so.
5. **Endorsements.** Users of electronic communications resources must abide by University and campus policies regarding endorsements. References or pointers to any non-University entity contained in University electronic communications shall not imply University endorsement of the products or services of that entity.
6. **False Identity and Anonymity.** Users of University electronic communications resources shall not, either directly or by implication, employ a *false identity* (the name or electronic identification of another). However, when not prohibited by law or other University policy, a supervisor may direct an employee to use the supervisor's identity to transact University business for which the supervisor is responsible. In such cases, an employee's use of the supervisor's electronic identity does not constitute a false identity.

A user of University electronic communications resources may use a *pseudonym* (an alternative name or electronic identification for oneself) for privacy or other reasons, so long as the pseudonym clearly does not constitute a false identity.

A user of University electronic communications resources may remain *anonymous* (the sender's name or electronic identification are hidden) except when publishing web pages and transmitting broadcasts.

Campus guidelines and procedures may further restrict the circumstances under which pseudonyms and anonymous electronic communications are permitted.

7. **Interference.** University electronic communications resources shall not be used for purposes that could reasonably be expected to cause excessive strain on any electronic communications resources, or to cause interference with others' use of electronic communications resources.

Users of electronic communications services shall not: (i) send or forward chain letters or their equivalents in other services; (ii) "spam," that is, exploit electronic communications systems for purposes beyond their intended scope to amplify the widespread distribution of unsolicited electronic messages; (iii) "letter-bomb," that is, send an extremely large message or send multiple electronic messages to one or more recipients and so interfere with the recipients' use of electronic communications systems and services; or (iv) intentionally engage in other practices such as "denial of service attacks" that impede the availability of electronic communications services.

8. **Personal Use.** University users of a University electronic communications facility or service may use that facility or service for incidental personal purposes provided that, in addition to the foregoing constraints and conditions, such use does not: (i) interfere with the University's operation of electronic communications resources; (ii) interfere with the user's employment or other obligations to the University, or (iii) burden the University with noticeable incremental costs. When noticeable incremental costs for personal use are incurred, users shall follow campus guidelines and procedures for reimbursement to the University.

The California Public Records Act requires the University to disclose specified public records. In response to requests for such disclosure, it may be necessary to examine electronic communications records that users consider to be personal to determine whether they are public records that are subject to disclosure (see the presumption in Appendix A, Definitions, of a University Electronic Communications Record).

The University is not responsible for any loss or damage incurred by an individual as a result of personal use of University electronic communications resources.

9. **Accessibility.** All electronic communications intended to accomplish the academic and administrative tasks of the University shall be accessible to allowable users with disabilities in compliance with law and University policies. Alternate accommodations shall conform to law and University policies and guidelines.

10. Intellectual Property. The contents of all electronic communications shall conform to laws and University policies regarding protection of intellectual property, including laws and policies regarding copyright, patents, and trademarks. When the content and distribution of an electronic communication would exceed fair use as defined by the federal Copyright Act of 1976, users of University electronic communications resources shall secure appropriate permission to distribute protected material in any form, including text, photographic images, audio, video, graphic illustrations, and computer software.

E. ACCESS RESTRICTION

Eligibility to access or use University electronic communications services or electronic communications resources, when provided, is a privilege accorded at the discretion of the University. This privilege is subject to the normal conditions of use, including procedures for initiation and termination of service eligibility, established by the manager of the individual electronic communications resource.

In addition, use of University electronic communications resources may be restricted or rescinded by the University at its discretion when required by and consistent with law, when there is substantiated reason to believe that violations of law or University policies have taken place, when there are compelling circumstances, or under time-dependent, critical operational circumstances (see Appendix A, Definitions). Restriction of use is subject to established *campuswide* procedures or, in the absence of such procedures, to the approval of the appropriate Vice Chancellor(s) or, for the Office of the President, the Senior Vice President, Business and Finance. Electronic communications resource providers may, nonetheless, restrict use of University electronic communications systems and services on a temporary basis as needed in Emergency Circumstances and Compelling Circumstances (see Appendix A, Definitions).

In compliance with the Digital Millennium Copyright Act, the University reserves the right to suspend or terminate use of University electronic communications systems and services by any user who repeatedly violates copyright law.

IV. PRIVACY AND CONFIDENTIALITY

A. INTRODUCTION

The University recognizes that principles of academic freedom and shared governance, freedom of speech, and privacy hold important implications for the use of electronic communications. This Policy reflects these firmly-held principles within the context of the University's legal and other obligations. The University respects the privacy of electronic communications in the same way that it respects the privacy of paper correspondence and telephone conversations, while seeking to ensure that University administrative records are accessible for the conduct of the University's business.

The University does not examine or disclose electronic communications records without the holder's consent. Nonetheless, subject to the requirements for authorization, notification, and other conditions specified in this Policy, the University may examine or disclose electronic communications under very limited circumstances as described in Section IV.B, Access Without Consent.

University employees are prohibited from seeking out, using, or disclosing personal information in electronic communications without authorization (see Business and Finance Bulletin RMP-8, Legal Requirements on Privacy of and Access to Information). University policy requires that its employees take necessary precautions to protect the confidentiality of personal information encountered either in the performance of their duties or otherwise (see Business and Finance Bulletin IS-3, Electronic Information Security).

University contracts with outside vendors for electronic communications services shall explicitly reflect and be consistent with this Policy and other University policies related to privacy.

B. ACCESS WITHOUT CONSENT

An electronic communications holder's consent shall be obtained by the University prior to any access for the purpose of examination or disclosure of the contents of University electronic communications records in the holder's possession, except as provided for below.

The University shall permit the examination or disclosure of electronic communications records without the consent of the holder of such records only: (i) when required by and consistent with law; (ii) when there is substantiated reason (as defined in Appendix A, Definitions) to believe that violations of law or of University policies listed in Appendix C, Policies Relating to Access Without

Consent, have taken place; (iii) when there are compelling circumstances as defined in Appendix A, Definitions; or (iv) under time-dependent, critical operational circumstances as defined in Appendix A, Definitions.

When under the circumstances described above the contents of electronic communications records must be examined or disclosed without the holder's consent, the following shall apply:

1. **Authorization.** Except in emergency circumstances (as defined in Appendix A, Definitions) in accordance with Section IV.B.2, Emergency Circumstances, or except for subpoenas or search warrants in accordance with Section IV.B.6, Search Warrants and Subpoenas, such actions must be authorized in advance and in writing by the responsible campus Vice Chancellor or, for the Office of the President, the Senior Vice President, Business and Finance (see Section II.D, Responsibilities).¹ This authority may not be further redelegated.

Authorization shall be limited to the least perusal of contents and the least action necessary to resolve the situation.

2. **Emergency Circumstances.** In emergency circumstances as defined in Appendix A, Definitions, the least perusal of contents and the least action necessary to resolve the emergency may be taken immediately without authorization, but appropriate authorization must then be sought without delay following the procedures described in Section IV.B.1, Authorization, above.
3. **Notification.** The responsible authority or designee shall at the earliest opportunity that is lawful and consistent with other University policy notify the affected individual of the action(s) taken and the reasons for the action(s) taken.

Each campus will issue in a manner consistent with law an annual report summarizing instances of authorized or emergency nonconsensual access pursuant to the provisions of this Section IV.B, Access Without Consent, without revealing personally identifiable data.

4. **Compliance with Law.** Actions taken under Sections IV.B.1, Authorization, and IV.B.2, Emergency Circumstances, shall be in full compliance with the law and other applicable University policies, including laws and policies listed in Appendix B, References. Advice of legal counsel must always be sought prior to any action involving electronic communications records (a)

¹ On March 18, 2004 the Regents Committee on Audit approved changes to the Internal Audit Management Charter authorizing Internal Audit to have access to University information except where prohibited by law. [<http://www.universityofcalifornia.edu/regents/regmeet/mar04.html>]

stored on equipment not owned or housed by the University, or (b) whose content is protected under the federal Family Educational Rights and Privacy Act of 1974 (see Section IV.C.1.b, Student Information).

5. **Recourse.** Campus implementing procedures shall specify the process for review and appeal of actions taken under Sections IV.B.1, Authorization, and IV.B.2, Emergency Circumstances to provide a mechanism for recourse to individuals who believe that actions taken by employees or agents of the University were in violation of this Policy.
6. **Search Warrants and Subpoenas.** Search warrants and subpoenas are not subject to sections 1-2 and 4-5 above. Search warrants and subpoenas for electronic communications records shall be referred to University legal counsel at the Office of the General Counsel or designated officials at campus locations.

Search Warrants. Duly signed search warrants shall be processed in accordance with federal and state laws, University policies, and instructions in the warrant.

Subpoenas. Subpoenas shall be processed in accordance with applicable federal and state laws and University policies (see Business and Finance Bulletin RMP-10, Instructions for Responding to Subpoena). Campus officials shall provide advance notice to individuals whose records are the subject of a subpoena duces tecum in accordance with instructions and time requirements in RMP-10, section III.C, "Responding to requests for personal records of a consumer."

C. PRIVACY PROTECTIONS AND LIMITS

1. Privacy Protections

- a. **Personal Information.** Federal and California law provide privacy protections for some information that personally identifies an individual. Business and Finance Bulletin RMP-8, Legal Requirements on Privacy of and Access to Information, provides guidelines for the collection and use of personal information in conformance with the law. These guidelines apply to information collected and disseminated by electronic means just as they do to records stored on paper and other media.
- b. **Student Information.** Users of electronic communications systems and services shall not disclose information about students in violation of the federal Family Educational Rights and Privacy Act of 1974 (FERPA), and the University policies that provide guidance in meeting FERPA requirements. See Business and Finance Bulletin RMP-8, Legal

Requirements on Privacy of and Access to Information, and the University's Policy Applying to the Disclosure of Information from Student Records (Sections 130-134 of the Policies Applying to Campus Activities, Organizations, and Students).

- c. **Electronically Gathered Data.** Any collection or distribution of personally identifiable information shall be consistent with federal and state law and University policy (see Business and Finance Bulletin RMP-8, Legal Requirements on Privacy of and Access to Information). Except when otherwise provided by law, users of University electronic communications systems and services shall be informed whenever personally identifiable information other than transactional information (see Appendix A, Definitions) will be collected and stored automatically by the system or service.

In addition, California law requires state agencies and the California State University to enable users to terminate an electronic communications transaction without leaving personal data (see Appendix B, References). All electronic communications systems and services in which the University is a partner with a state agency or the California State University must conform to this requirement.

In no case shall electronic communications that contain personally identifiable information about individuals, including data collected by the use of "cookies" or otherwise automatically gathered, be sold or distributed to third parties without the explicit permission of the individual.

- d. **Telephone Conversations.** In compliance with federal law, audio or video telephone conversations shall not be recorded or monitored without advising the participants unless a court has explicitly approved such monitoring or recording. Emergency services shall record 911-type emergency calls in accordance with federal and state laws and regulations.

Participants shall be informed when a call is being monitored or recorded for the purpose of evaluating customer service, assessing workload, or other business purpose permitted by law. University units that monitor or record telephone calls shall provide an alternative method of doing business with the University to clients who do not wish to be part of a monitored telephone call.

2. Privacy Limits

- a. **Possession of Public Records.** University employees shall comply with University requests for copies of public records in their possession, regardless of whether such records reside on University electronic communications resources.

- b. **System Monitoring.** University employees who operate and support electronic communications resources regularly monitor transmissions for the purpose of ensuring reliability and security of University electronic communications resources and services (see Section V.B, Security Practices), and in that process might observe certain transactional information or the contents of electronic communications. Except as provided elsewhere in this Policy or by law, they are not permitted to seek out transactional information or contents when not germane to system operations and support, or to disclose or otherwise use what they have observed.

In the process of such monitoring, any unavoidable examination of electronic communications (including transactional information) shall be limited to the least invasive degree of inspection required to perform such duties. This exception does not exempt systems personnel from the prohibition (see Section IV.A, Introduction) against disclosure of personal or confidential information..

Except as provided above, systems personnel shall not intentionally search the contents of electronic communications or transactional information for violations of law or policy. However, if in the course of their duties systems personnel inadvertently discover or suspect improper governmental activity (including violations of law or University policy), reporting of such violations shall be consistent with the Policy on Reporting and Investigating Allegations of Suspected Improper Governmental Activities (the "Whistleblower Policy").

- c. **Back-up Services.** Operators of University electronic communications resources shall provide information about back-up procedures to users of those services upon request.

V. SECURITY

A. INTRODUCTION

The University makes reasonable efforts to provide secure and reliable electronic communications services. Operators of University electronic communications resources are expected to follow appropriate professional practices in providing for the security of electronic communications records, data, application programs, and systems following guidelines provided in Business and Finance Bulletin IS-3, Electronic Information Security.

IS-3 provides guidelines for managing the security of electronic information resources used to conduct activities in support of the University's mission. IS-3 guidelines apply to the security of University electronic information resources in the form of electronic communications, stored data, and electronic communications resources used to transmit and process such records and data.

B. SECURITY PRACTICES

Providers of electronic communications services ensure the integrity and reliability of systems under their control through the use of various techniques that include routine monitoring of electronic communications. Network traffic may be inspected to confirm malicious or unauthorized activity that may harm the campus network or devices connected to the network. Such activity shall be limited to the least perusal of contents required to resolve the situation. User consent is not required for these routine monitoring practices. Providers shall document and make available to their users general information about these monitoring practices. If providers determine that it is necessary to examine suspect electronic communications records beyond routine practices, the user's consent shall be sought. If circumstances prevent prior consent, notification procedures described in Section IV.B.3, Notification shall be followed.

C. INTEGRITY

No person shall attempt to breach any security mechanisms that protect electronic communications services or facilities or any records or messages associated with these services or facilities unless otherwise authorized by other provisions of this Policy.

D. AUTHENTICATION

Electronic communications service providers (see Appendix A, Definitions) shall maintain currency with authentication technologies supported by the University and implement them in accordance with Business and Finance Bulletin IS-3, Electronic Information Security, and commensurate with applicable security requirements.

E. AUTHORIZATION

Service providers shall use authorization technologies commensurate with security requirements of the service, application, or system. See Business and Finance Bulletin IS-3, Electronic Information Security, for requirements regarding access management of the University's electronic information resources.

F. ENCRYPTION

Where deemed appropriate, electronic communications containing restricted data as defined in Business and Finance Bulletin IS-3, Electronic Information Security should be encrypted during transit across communications networks. Other communications may be encrypted during transit. All encrypted communications shall be handled upon receipt in conformance with the storage requirements for electronic information resources, as defined in IS-3.

G. RECOVERY

Providers of campuswide or Universitywide electronic communications services shall implement recovery practices adequate to ensure rapid recovery from security intrusions and service interruptions.

H. AUDIT

Providers of electronic communications services shall use cost-effective audit technologies and practices to help identify security violators and speed up recovery from security incidents. The use of such audit technologies and practices shall not conflict with other provisions of this Policy, in particular Section IV, Privacy and Confidentiality.

VI. RETENTION AND DISPOSITION**A. RETENTION**

Electronic communications records are subject to University records management policies as stated in the University of California Records Disposition Schedules Manual, which provides guidance for administering the retention and disposition of all records, regardless of the medium on which they are stored.

B. DISPOSITION

The Record Proprietor, as defined in Business and Finance Bulletin RMP-1, University Records Management Program, is responsible for preserving those electronic communications records that have been identified as having lasting business purpose or historical value to the University.

C. BACK-UP

The University does not maintain central or distributed electronic archives of all electronic communications records sent or received. Electronic communications records are normally backed up, if at all, only to assure system integrity and reliability, not to provide for future retrieval, although back-ups may at times serve the latter purpose incidentally. Operators of University electronic communications services are not required by this Policy to routinely retrieve electronic communications records from such back-up facilities for individuals.

APPENDIX A: DEFINITIONS

Compelling Circumstances: Circumstances in which failure to act might result in significant bodily harm, significant property loss or damage, loss of significant evidence of one or more violations of law or of University policies listed in Appendix C, Policies Relating to Access Without Consent, or significant liability to the University or to members of the University community.

Electronic Communications: Any transfer of signals, writings, images, sounds, data or intelligence that is, created, sent, forwarded, replied to, transmitted, distributed, broadcast, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications systems². For purposes of this Policy, an electronic file that has not been transmitted is not an electronic communication.

Electronic Communications Records: The contents of electronic communications created, sent, forwarded, replied to, transmitted, distributed, broadcast, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications systems or services. This definition of electronic communications records applies equally to attachments to such records and transactional information associated with such records.

Electronic Communications Resources: Telecommunications equipment, transmission devices, electronic video and audio equipment, encoding or decoding equipment, computers and computer time, data processing or storage systems, computer systems, servers, networks, input/output and connecting devices, and related computer records, programs, software, and documentation that supports electronic communications services.

Electronic Communications Service Provider: Any unit, organization, or staff with responsibility for managing the operation of and controlling individual user access to any part of the University's electronic communications systems and services.

Electronic Communications Systems or Services: Any messaging, collaboration, publishing, broadcast, or distribution system that depends on electronic communications resources to create, send, forward, reply to, transmit, distribute, broadcast, store, hold, copy, download, display, view, read, or print electronic records for purposes of communication across electronic communications network systems between or among individuals or groups, that is either explicitly denoted as a system for electronic communications or is implicitly used for such purposes.

² Definition is modeled on language contained in the Electronic Communications Privacy Act (see US Code Title 18 § 2510).

Emergency Circumstances: Circumstances in which time is of the essence and there is a high probability that delaying action would almost certainly result in compelling circumstances.

Faculty: A member of the faculty as defined by Academic Personnel Policy 110-4 (14).

Holder of an Electronic Communications Record or Electronic Communications Holder: An electronic communications user who, at a given point in time, is in possession (see definition below) or receipt of a particular electronic communications record, whether or not that electronic communications user is the original creator or a recipient of the content of the record.

Possession of Electronic Communications Record: An individual is in possession of an electronic communications record, whether the original record or a copy or modification of the original record, when that individual has effective control over the location of its storage or access to its content. Thus, an electronic communications record that resides on an electronic communications server awaiting download to an addressee is deemed, for purposes of this Policy, to be in the possession of that addressee. Systems administrators and other operators of University electronic communications services are excluded from this definition of possession with regard to electronic communications not specifically created by or addressed to them.

- Electronic communications users are not responsible for electronic communications records in their possession when they have no knowledge of the existence or contents of such records.

Public Record: A record as defined in Business and Finance Bulletin RMP-8, Legal Requirements on Privacy of and Access to Information, and/or the California Public Records Act. Public records include writings or other forms of recording that contain information relating to the conduct of the public's business in materials prepared, owned, used, or retained by the University regardless of physical form or characteristics [California Government Code Section 6252(e)]. Except for certain defined situations, such records are subject to disclosure under the California Public Records Act. For more information regarding the requirements of the Public Records Act, and the University's implementation of that Act, including exemptions from disclosure, see RMP-8.

Substantiated Reason: Reliable evidence indicating that violation of law or of University policies listed in Appendix C, Policies Relating to Access Without Consent, probably has occurred, as distinguished from rumor, gossip, or other unreliable evidence.

Time-dependent, Critical Operational Circumstances: Circumstances in which failure to act could seriously hamper the ability of the University to function administratively or to meet its teaching obligations, but excluding circumstances pertaining to personal or professional activities, or to faculty research or matters of shared governance.

Transactional Information: Information, including electronically gathered information, needed either to complete or to identify an electronic communication. Examples include but are not limited to: electronic mail headers, summaries, addresses and addressees; records of telephone calls; and IP address logs.

University Administrative Record: A Public Record (see definition above) that documents or contains information related to the organization, functions, policies, decisions, procedures, operations, or other business activities of the University.

University Electronic Communications Record: A Public Record in the form of an electronic communications record, whether or not any of the electronic communications resources utilized to create, send, forward, reply to, transmit, distribute, broadcast, store, hold, copy, download, display, view, read, or print the electronic communications record are owned by the University. This implies that the location of the record, or the location of its creation or use, does not change its nature (i) as a University electronic communications record for purposes of this or other University policy, and (ii) as having potential for disclosure under the California Public Records Act.

- Until determined otherwise or unless it is clear from the context, any electronic communications record residing on university-owned or controlled telecommunications, video, audio, and computing facilities will be deemed to be a University electronic communications record for purposes of this Policy. This *would* include personal electronic communications. Consistent with the principles of least perusal and least action necessary and of legal compliance, the University must make a good faith a priori effort to distinguish University electronic communications records from personal and other electronic communications in situations relevant to disclosures under the California Public Records Act and other laws, or for other applicable provisions of this Policy.

University Electronic Communications Systems or Services: Electronic communications systems or services owned or operated by the University or any of its sub-units or provided through contracts with the University.

Use of Electronic Communications Services: To create, send, forward, reply to, transmit, distribute, broadcast, store, hold, copy, download, display, view, read, or print electronic communications with the aid of electronic communications services. An Electronic Communications User is an individual who makes use of electronic communications services.

- The act of receipt of electronic communications as contrasted with actual viewing of the record by the recipient is excluded from the definition of "use" to the extent that the recipient does not have advance knowledge of the contents of the electronic communications record.

APPENDIX B: REFERENCES

The following list identifies significant sources used as background in the preparation of this Policy, whether or not they are directly referenced by this Policy. It does not include all applicable laws and University policies. Laws and policies change from time to time, so users of this Policy are encouraged to refer to the Office of the President Universitywide Policy Manuals and Selected Guidelines website at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/policymanuals.html> for updates.

University Policies and Guidelines

- ***Business and Finance Bulletins:***

- A-56, Academic Support Unit Costing and Billing Guidelines
- BUS-29, Management and Control of University Equipment
- BUS-43, Materiel Management
- BUS-65, Guidelines for University Mail Services
- IS-3, Electronic Information Security
- RMP-1, University Records Management Program
- RMP-2, Records Retention and Disposition
- RMP-7, Privacy of and Access to Information Responsibilities
- RMP-8, Legal Requirements on Privacy of and Access to Information
- RMP-10, Instructions for Responding to Subpoena

- ***Personnel Manuals and Agreements:***

- Academic Personnel Manual
- Personnel Policies for Staff Members and Appendix II for Senior Managers
- Collective Bargaining Contracts (Memoranda of Understanding)

- ***Other Related Policies and Guidelines:***

- Campus Access Guidelines for Employee Organizations (Local Time, Place, and Manner Rules)
- Policies Applying to Campus Activities, Organizations, and Students
- Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research
- Policy on Copyright Ownership (1992) and the 2003 Policy on Ownership of Course Materials
- Policy on Reporting and Investigating Allegations of Suspected Improper Governmental Activities (the "Whistleblower Policy")

Policy on Sexual Harassment and Procedures for Responding to Reports of Sexual Harassment

University of California Records Disposition Schedules Manual

University Policy on Integrity in Research

State of California Statutes

State of California Information Practices Act of 1977 (Civil Code Section 1798 et seq.)

State of California Public Records Act (Government Code Section 6250 et seq.)

State of California Education Code, Section 67100 et seq.

State of California Education Code 92000

State of California Government Code, Section 11015.5

State of California Penal Code, Section 502 and 1523 et seq.

Federal Statutes and Regulations

Americans with Disabilities Act of 1990

Communications Decency Act of 1996

Copyright Act of 1976

Digital Millennium Copyright Act of 1998

Electronic Communications Privacy Act of 1986

Family Educational Rights and Privacy Act of 1974

Health Insurance Portability and Accountability Act of 1996

Privacy Act of 1974

Telecommunications Act of 1934

Telecommunications Act of 1996

Federal Communications Commission Rules and Regulations

APPENDIX C: POLICIES RELATING TO ACCESS WITHOUT CONSENT

The Electronic Communications Policy cites circumstances under which access to electronic communications may occur without the prior consent of the holder (see Section IV.B, Access Without Consent). Following are University policies that may trigger nonconsensual access following procedures defined in Section IV.B, Access Without Consent.

1. University policies governing sexual or other forms of harassment, specifically: Policies Applying to Campus Activities, Organizations, and Students, Section 160; Section APM-035, Appendix A of Affirmative Action and Nondiscrimination in Employment; and Personnel Policies for UC Staff Members. Sexual harassment concerning students is covered by item 6 below.
2. Certain portions of policies governing access to University records, specifically RMP-1, Section IV.B; RMP-8, Sections on Disclosure of Information and Rules of Conduct.
3. The Academic Personnel Manual, APM-015, Section II, Part II, Professional Responsibilities, Ethical Principles, and Unacceptable Faculty Conduct, and the University Policy on Integrity in Research, APM 190, Appendix B.
4. Personnel Policies for Staff Members and Appendix II for Senior Managers
5. Collective bargaining agreements and memoranda of understanding.
6. Section 102 governing student conduct of the policy entitled Policies Applying to Campus Activities, Organizations, and Students.
7. Sections III, Allowable Use, and IV, Privacy and Confidentiality, of this Electronic Communications Policy.

Violations of other policies can normally be detected and investigated without requiring nonconsensual access to electronic communications. On occasion, attention to possible policy violations is brought about because of the receipt by others of electronic communications. However, it is acknowledged that electronic communications can be forged, the true identity of the sender can be masked, and the apparent sender might deny authorship of the electronic communication. In such circumstances and provided there is substantiated reason (as defined in Appendix A, Definitions) that points to the identity of the sender, nonconsensual access to the purported sender's electronic communications may be authorized following the procedures defined in Section IV.B, Access Without

Consent, but only to the least extent necessary for verifying unambiguously the identity of the sender, and only for major violations of the following policies:

- Business and Finance Bulletin A-56, Section IV.H, governing sales of goods or services outside the University.
- Business and Finance Bulletin BUS-29, Section N, governing use of University materiel or property.
- Business and Finance Bulletin BUS-43, Part 3, Section X.A, governing use of University credit, purchasing power, or facilities.
- Policies Applying to Campus Activities, Organizations, and Students, Section 42.40, governing use of University properties for commercial purposes and personal financial gain.
- Business and Finance Bulletin BUS-65, Section VII, governing provision of University mailing lists to others.
- Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research.
- Campus Access Guidelines for Employee Organizations.

Posting and Authority to Change

Because University policies are subject to change, this list may change from time to time. The authoritative list at any time will be posted under the listings of University policies posted on the Web. Authority to change this list rests with the President of the University acting, where policies affecting faculty are concerned, with the advice of the Academic Senate.

ECP SUPPORTING DOCUMENTS

Attachment 1 User Advisories

Attachment 2 Implementation Guidelines



OFFICE OF THE PRESIDENT

Robert C. Dynes
President

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Phone: (510) 987-9074
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<http://www.ucop.edu>

September 23, 2005

**CHANCELLORS
LABORATORY DIRECTORS**

Policy on Use of Recordings of Course Presentations

Enclosed is the new Policy on Use of Recordings of Course Presentations. This Policy was developed by the UC Standing Committee on Copyright (<http://www.ucop.edu/copyright/>) in consultation with the campuses and the Academic Senate. This Policy is effective immediately.

The University's goal in preparing this Policy was to provide a tool that could effectively assist campuses with the known problem of the unauthorized taking and selling of lecture notes, and some technological variants of this practice that could reasonably be foreseen, such as unauthorized videotaping for commercial purposes, in a way that did not unduly interfere with longstanding academic customs or infringe on the legitimate rights and expectations of faculty and students.

The Policy also touches briefly on issues of privacy and copyright related to the recording of course presentations, but only to provide a reminder that these factors must be considered. The legal rights involved are independent of University policy, arising from state and federal privacy statutes, copyright law, and the like, and their applicability will depend on the specific facts of each situation.

The technologies that might be employed to record classroom presentations and the ways in which these technologies might be used to abuse the integrity and quality of the teaching and learning experience at UC are constantly changing. The Standing Committee on Copyright is interested to hear about campus experiences that are not addressed in this Policy, in order to refine and improve it in the future. In this regard, please contact the Committee's staff, Gary Lawrence, Director of Systemwide Library Planning, at (510) 987-9461 or Gary.Lawrence@ucop.edu.

Julius Zelmanowitz, Vice Provost for Academic Initiatives, can provide assistance on implementation and questions of interpretation. He can be reached at (510) 987-9413 or Julius.Zelmanowitz@ucop.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Dynes", written over a horizontal line.

Robert C. Dynes

cc: Members, President's Cabinet
Academic Council Chair Brunk
Vice Provost Zelmanowitz
Principal Officers of The Regents

Policy on Use of Recordings of Course Presentations

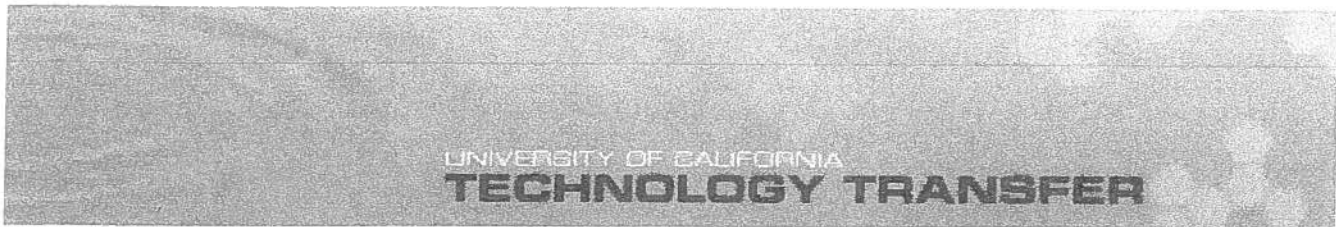
- A. **Purpose and Scope.** This policy is intended to protect, and not restrict, the core academic values and processes of the University. When recordings are made of course presentations in any medium and those recordings are shared or distributed, the distribution must be conducted in a way that ensures compliance with University policies; protects the integrity and quality of the teaching and learning experience; and protects the interests of the University, the course instructor, and the University's students.
- B. **Distribution of Recordings of Course Presentations.** Except as provided herein, no business, association, agency, or individual, including a student, shall give, sell, or otherwise distribute to others or publish any recording made during any course presentation without the written consent of the instructor/presenter and the Chancellor. This policy is applicable to any recording in any medium, including handwritten or typed notes. The only exceptions are that:
- (1) students currently enrolled in or approved to audit that course may provide a copy of their own notes or recordings to other currently enrolled students for non-commercial purposes reasonably arising from participation in the course, including individual or group study; and
 - (2) faculty may use recordings of course presentations, made by them or at their direction, to the extent that such use does not conflict with other University policies, including the Policy on Conflict of Commitment and Outside Activities of Faculty Members (Academic Personnel Policy 025) and the prohibition on the use of University facilities for commercial purposes (Academic Personnel Policy 015, Part II.C.3); and
 - (3) a recording (including handwritten notes by a designated notetaker) may be made pursuant to an approved accommodation for a currently enrolled student with disabilities, for the exclusive use of that student.
- C. **Special Considerations Pertaining to Recordings that Capture Sounds and Images.** Any distribution of a recording of a course presentation at the University of California that captures the actual sounds and/or images of that course presentation, in any medium, must consider not only the rights of the instructor and the University, but also those of other parties. Examples include the privacy rights of students enrolled in the course, the rights of guest lecturers, and the copyright interests in materials authored by others that are displayed or presented during the course presentation. It may be necessary to secure rights from these parties before any recording, distribution, publication, or communication occurs.

References:

University of California Policy on Copyright Ownership, 1992

University of California Policy on Ownership of Course Materials, 2003

University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research, 1986



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Resources for Faculty

- Disclosing an Invention
- Working with Industry
- Research Materials
- IP for the Researcher

For inquiries or suggestions for this web site email [Technology Transfer](mailto:TechnologyTransfer@ucop.edu)

Copyrighted Works Created at the University of California

- [Who owns it?](#)
- [If it belongs to the University does that mean I can't distribute it?](#)
- [What are the different methods for distributing copyrighted works?](#)
- [A company wants to distribute a work that belongs to the University. Can they?](#)
- [How is the money generated from licensing copyrighted works used?](#)
- [What do I do if the work belongs to me?](#)

Who owns it?

Ownership of copyrighted works created at the University is determined by the 1992 Policy on Copyright Ownership:

"This Policy is intended to embody the spirit of academic tradition, which provides copyright ownership to faculty for their scholarly and aesthetic copyrighted works, and is otherwise consistent with the United States Copyright Law, which provides the university ownership of its employment-related works. Pursuant to Regents' Standing Order 100.4 (gg), the President has responsibility for all matters relating to intellectual property, including copyrights in which the University is involved." -- *Preamble from the University of California Policy on Copyright Ownership, 1992.*

Summary of the Policy:

The 1992 Policy provided a framework for identifying which works are considered to be "works-made-for-hire" and which are individual works of authorship.

Copyright ownership resides with the originator of the work if it is:

Scholarly/Aesthetic Work, which is a work originated by a Designated Academic Appointee as a result of independent academic effort, unless the work is also a deliverable under Sponsored Work or Contracted Facilities Work (see below), or there are other special overriding ownership provisions in place.

Personal Work, which is a work developed by a University employee outside the scope of their University employment and without University resources.

Student Work, which is a work produced by a registered student without the use of University funds, that is not produced outside the course of University employment, and is not a Sponsored Work or Contracted Facilities Work (see below.)

Copyright ownership resides with the University if the work is:

Sponsored Work, which is a "work first produced by or through the University in the performance of a written agreement between the University and a sponsor." Sponsored Work does not include "copyrighted works created through independent academic effort and based upon the finding of the sponsored project, unless the sponsored agreement states otherwise."

Commissioned Work, which is a work produced for the University by non-University personnel, or University personnel acting outside the scope of their employment, pursuant to a written agreement.

Contracted Facilities Work, which is a work produced by non-University personnel, or University personnel acting outside the scope of their employment, using designated University facilities and pursuant to a written agreement.

Institutional Work, which is all work made by University employees (except for those situations specifically excluded above) within the scope of their employment.

Work Acquired by Assignment or Will, which is a copyright acquired by the University through assignment or will pursuant to the terms of a written agreement.

Ownership of jointly originated works:

Ownership of works that are created by more than one person will be determined by assessing the category of work for each originator as outlined above. Pursuant to copyright law, joint owners of copyrighted works must account to each other regarding use of works. If a copyrighted work results from a group project of a sponsored project, the work may be owned by the University or jointly owned by several authors and the University. For help on determining ownership, contact one of the offices listed under [UC Copyright Contacts](#).

If it belongs to the University does that mean I can't distribute it?

Not at all. The University supports broad dissemination of copyrighted works created at the University, however, there are legal liabilities that arise when works are distributed and the University must take steps to minimize risk to the author and the University when the University owns the work. An author of a work that belongs to the University may elect to distribute the work so that it may be freely used for research and non-profit purposes, as long as local campus procedures are followed. (See [What are the different methods for distributing copyrighted works?](#) for information on distributing University-owned works.)

What are the different methods for distributing copyrighted works?

[Information included in this section has not had formal University policy review and is being made available for review and [comment](#)]

Copyrighted works are not "sold", rather, the owner of the copyright allows a user to exercise some or all of the owner's copyrights. This transaction of granting permission is considered to be a grant of a license.

Licenses can be simple letters or permission statements granting the requester the right to use the work in a particular way, or they can be complex agreements signed by both parties. There are several risks involved with using and distributing copyrighted works and the owner and the licensee seek to balance their risks and rewards. The type of license to be used is determined by the risks involved with the proposed use.

A journal article is generally not a risky venture. The work is not likely to infringe a copyright and there is no product liability. A photo carries little risk once ownership is clearly established. Software is a different matter. Software is a product and it is expected to perform a particular function and there are expected performance standards. Should such a product fail or cause damage to someone's computer or records, they could sue the University, and the authors, unless the University takes appropriate legal steps to minimize its liability.

Each campus has different procedures for distribution of copyrighted works. Refer to the list of [UC Copyright Contacts](#) and discuss the options with your campus representative. The different types of licenses for University-owned copyrighted works include:

Permission Letter - The permission letter is used to allow reprints of articles in third party publications, copying of articles for use in a lecture materials handout, and other uses of publications. Fees are determined by the owner of the copyright and are likely to be based on the market value of the work and expected impact on future sales by granting such permission. In many cases, permission is granted for a nominal fee for educational applications.

On-line Permission Statement - Many computer software programs may be distributed electronically so that anyone may use them for non-commercial purposes, without fee, with a simple on-line license that includes mandatory legal disclaimer statements. This type of license may not be used if there are any fees required or to grant the recipients commercial rights. If you wish to use this method of distribution,

you may download the standard [Software On-Line Permission Statement](#) and follow the procedures for using this license at your campus.

Software Internal Use License - Software may be licensed to end-users for their internal use for a fee, if desired. Such licenses must be signed by University and the end user and only offices designated to enter such agreements may do so.

Commercial Software or Multimedia License - There are substantially greater risks to the University and authors when commercial use rights are granted, particularly in the areas of product liability, export regulations, and intellectual property infringement. All these risks expose the authors and the University to significant financial risk unless appropriate language is included in the license agreement. All commercial uses of University-owned, in whole or in part, copyrighted works must be licensed with an agreement signed by both parties.

A company wants to distribute a work that belongs to the University. Can they?

Companies and individuals may use University-owned copyrighted works for commercial purposes only with prior written permission from the University. In most cases, this will require a written license to use and distribute the work. Fees may or may not be required. The University must ensure that certain terms and conditions are included in all copyright licenses and there are designated offices on each campus with the authority to enter such agreements. Refer to the list of [UC Copyright Contacts](#) and discuss this situation with the authorized licensing agent for your campus.

How is the money generated from licensing copyrighted works used?

The University shares royalties arising from licenses of University-owned copyrighted works with the authors of the work and their departments according to local campus policy. Refer to the list of [UC Copyright Contacts](#) to locate the authorized licensing agent for your campus.

What do I do if the work belongs to me?

If you have created a work that is your personal work in accordance with the [UC Policy on Copyright Ownership](#), you control how the work may be used. You may not use the name of the University to promote or identify the work, nor may you grant anyone else this right; it is your personal work.

It is important to remember when licensing your personal work that if you "assign" or grant "exclusive rights" to your copyrights to a publisher, you will not be able to use your work without first obtaining permission from the publisher. If you wish to use your work for teaching or further research, you need to retain this right and expressly state this in the agreement.

[Return to Copyright Matters](#)

Information Resources & Communications

Digital Copyright Protection at the University of California

The University of California ten-campus system provides its faculty, students, and staff with electronic resources to support and advance the University's missions of teaching, research, and public service and to conduct the University's business operations. The Departments of [Student Affairs](#) and [Information Resources and Communications \(IR&C\)](#) in the UC Office of the President share a goal of promoting responsible management and use of these resources across the University system.

Issues surrounding copyright and digital works are of concern both within and beyond the University community. This is largely because of a significant increase over the last few years in the illegal downloading or hosting of copyrighted materials, particularly music and movies. SAS and IR&C have compiled the information on this Web site to make clear the University's position with respect to digital copyright and to provide the University community with access to resources that explain copyright law, clarify users' responsibilities, and encourage appropriate use of the Internet.

- [UC Commitment to Copyright Law](#)
- [Universitywide Copyright Policies and Guidance](#)
- [Campus Policies, Guides, and Resources](#)
- [Digital Millennium Copyright Act](#)
- [Factsheet on Filesharing](#)
- [Message from the President](#)
- [Message to Chancellors](#)
- [Message to Campus Administrators](#)
- [Resources for Campuses](#)
- [Online Entertainment Services RFP](#)
- [Announcement of Entertainment Services Contract \(August 2005\)](#)
- [Filesharing Video](#)

Please submit your questions, comments, and suggestions at [feedback.html](#)

Last updated: October 21, 2008

April 29, 1986

**CHANCELLORS
LABORATORY DIRECTORS
MEMBERS, PRESIDENT'S CABINET**

Dear Colleagues:

I am issuing the attached University of California Policy on the Reproduction of Copyrighted Materials for Teaching and Research and the accompanying Guidelines for the Reproduction of Copyrighted Materials for Teaching and Research are intended to encourage the legitimate educational use of photocopied materials and to reduce the University's potential liability for copyright infringement.

The assumption of the Guidelines is that individual University employees will take responsibility for making the necessary decisions respecting compliance with the law. Consequently, it is essential that the Policy and Guidelines be widely distributed and that faculty and staff be made fully aware of their contents. Appendix 3 of the Guidelines discusses appropriate procedures for such distribution and notification. I would also like to ask Chancellors to establish or designate an office on each campus to serve as a central resource for faculty and staff to consult about the application of the Policy.

I want to thank everyone who participated in the review of this Policy for their valuable comments and suggestions.

Sincerely,

David Pierpont Gardner

Attachments

cc: Principal Officers of The Regents
Chair, Academic Council
Director--Coordination and Review
Members, Intellectual Property Advisory Council

April 1986

**UNIVERSITY OF CALIFORNIA POLICY
ON THE REPRODUCTION OF COPYRIGHTED MATERIALS
FOR TEACHING AND RESEARCH**

In the course of their duties, faculty and staff of the University of California may wish to use photocopied materials in the classroom and for research. In many cases, photocopying can facilitate the University's missions of teaching, research, and public service. The University therefore wishes to encourage the appropriate use of such material within the spirit and the letter of the United States Copyright Law. (Title 17 United State Code).

Copyright is a constitutionally conceived property right which is designed to promote the creation and dissemination of original works of authorship. That purpose is implemented by giving a copyright owner

certain exclusive rights with respect to the owner's work, subject to certain limitations, in the mutual interest of the author, the owner, and the public. These rights include exclusive rights of reproduction, preparation of derivative works, distribution, and performance. The University strongly believes that these rights are vital in maintaining a free flow of ideas in our society.

A major limitation on the exclusive rights granted to the copyright owner is the doctrine of "fair use" (17 United States Code, Section 107) which permits certain limited copying of copyrighted works for educational or research purposes without the permission of the copyright owner. "Fair use" is a limited exception to the exclusive use of the copyright owner, which if exceeded, can subject the one making unauthorized copies and the University to severe penalties. The wide availability of copying machines has created a situation where this exception can easily be breached.

To provide guidance to all University employees, the attached Guidelines are to be used to determine whether copying is within the "fair use" doctrine. If the copying is not within the Guidelines, permission should be obtained from the copyright owner before any copies are made. If it is unclear whether copying would require such permission guidance should be requested from the Office of the General Counsel.

It is important that this Policy and Guidelines be widely distributed so that the numerous users of photocopied materials in the University will be aware of the Copyright Law.

GUIDELINES FOR THE REPRODUCTION OF COPYRIGHTED MATERIALS FOR TEACHING AND RESEARCH

- [I. Introduction](#)
- [II. Unrestricted Photocopying](#)
- [III. Permissible Photocopying of Copyrighted Works](#)
- [IV. Copying Requiring Prior Written Permission from the Copyright Owner](#)
- [V. Infringement](#)
- [Appendix 1. Ad Hoc Committee Guidelines](#)
- [Appendix 2. Obtaining Permission from the Copyright Owner](#)
- [Appendix 3. Implementation](#)

I. INTRODUCTION

The purpose of these Guidelines is to provide direction on photocopying of copyrighted materials for teaching and research. Some kinds of works are not covered by copyright and therefore may be freely reproduced and distributed. Examples of such works are presented in [Section II](#).

Under the "fair use" provision of the Copyright Act of 1976, you are permitted to photocopy and distribute portions of copyrighted works for educational use without securing permission from the owner or paying royalties. The law in this area is quite general, however, and it is important that certain conditions are met to insure that the copying does fall under this fair use exemption. [Section III](#) describes the explicit factors that you should take into consideration before reproducing and distributing copyrighted materials.

Situations may arise in which intended copying is not exempted under fair use. In such cases it is necessary to obtain written permission from the copyright owner before copying is done. [Section IV](#) explains some kinds of circumstances that require you to obtain permission. Instructions for securing permission are provided in Appendix 2 of these Guidelines. It is the policy of the University that users

secure such permission whenever it is legally required.

II. UNRESTRICTED PHOTOCOPYING

A. Uncopyrighted Published Works

Anyone may reproduce without restriction works that entered the public domain. Any work published in the U.S. before January 1, 1978 without a copyright notice entered the public domain.

Copies of works protected by copyright must bear a copyright notice, which consists of the copyright symbol (a letter "c" in a circle, the word "Copyright" or the abbreviation "Copr.") plus the year of first publication for books and the name of the copyright owner. Prior to 1/1/78, in the case of a book or other printed publication, this notice had to be on the title page or the page immediately following; for periodicals, on the title page, the first page of the text of each separate issue or under the title heading. "Notice" requirements for works published after 1/1/78 have been relaxed somewhat with respect to both the position of notices and inadvertent omission of these, so there may be limited protection for some works on which notices do not appear. However, in such instances, if you were to innocently infringe a copyright, in a reliance upon an authorized copy from which the copyright notice had been omitted, there would be no liability for actual or statutory damages for any infringing acts committed before receiving actual notice of copyright registration, if it is proved that you were misled by the omission of copyright notice; in such a case, a court may allow or disallow recovery of any of the infringer's profits attributable to the infringement, and may enjoin the continuation of the infringing undertaking or may require the infringer to pay the copyright owner a reasonable license fee as a condition of continuation of the infringing undertaking.

B. Published Works with Expired Copyrights

Anyone may reproduce without constraint published works whose copyrights have expired. All U.S. copyrights dated earlier than 75 years ago have expired. Copyrights dated later than that may also have expired because the initial period of copyright protection prior to 1978 is for 28 years if there is no renewal. The work probably will not contain notice of the renewal. We recommend that you either assume the protection is still in effect for copyrights more recent than 75 years old, or ask the owners of them (or the U.S. Copyright Office) whether they are still subject to copyright protection. Usually publishers are either the owners or know the owners' locations. If not, owners may be located through the U.S. Copyright Office in Washington, DC.

C. U.S. Government Publications

U.S. Government publications are documents prepared by an officer or employee of the U.S. Government as part of that person's official duties. Government publications include the opinions of courts in legal cases, Congressional Reports on proposed bills, testimony offered at Congressional hearings, and reports of government employees. Works prepared by outside authors on contract to the Government may or may not be protected by copyright. As with other publications, copyright notices may be in the front (for pre-1978 publications) or on the front and back (in works published since 1/1/78). In the absence of copyright notice in such works, it would be reasonable to assume they are in the public domain.

III. PERMISSIBLE PHOTOCOPYING OF COPYRIGHTED WORKS

Teachers may reproduce copyrighted works for classroom use and for research without securing

permission and without paying royalties when the circumstances amount to what the law calls "fair use."

A. "Fair Use" - Current Law

In determining whether the use is a "fair use" the law requires consideration of the following factors (17 U.S.C. sec. 107):

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purpose;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The Guidelines in this report discuss the boundaries for fair use of photocopied material. Fair use cannot always be expressed in numbers - either the number of pages copied or the numbers of copies distributed. Therefore you should weigh the various factors in the Act to determine whether the intended use of photocopied copyrighted material is within the spirit of the fair use doctrine. You should secure permission from the copyright owner unless the intended use is clearly permissible under fair use.

B. UC Guidelines for Determining "Fair Use"

Educators including representatives of higher education developed, along with publishers, a set of minimum standards of fair use which were set forth in the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions" (the Ad Hoc Committee Guidelines).

These standards are reproduced in their entirety in [Appendix 1](#) and can be used as a practical approach to determine fair use. Any copying that falls within the Ad Hoc Committee Guidelines is considered to be fair use and permissible.

Since these standards are often not realistic in a University setting, the following Guidelines should be used to judge if intended photocopying of copyrighted materials constitutes fair use in teaching and research at the University of California.

1. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a) A chapter from a book;
- b) An article from a periodical or newspaper;
- c) A short story, short essay or short poem, whether or not from a collective work;
- d) A chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper;

2. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

- a) The copying does not substantially exceed the test of brevity as defined below; and
- b) Meets the cumulative effect test as defined below; and
- c) Each copy includes a notice of copyright.

3. Definitions

a) Brevity

(1) Poetry: A complete poem if less than 250 words or, from a longer poem, an excerpt of not more than 250 words.

(2) Prose: Either a complete article, story or essay of less than 2,500 words or an excerpt of not more than 2,500 words from any prose work.

(3) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue. In some cases, such illustrations are copyrighted individually and cannot be reproduced under fair use. (See IV C below)

b) Cumulative Effect

(1) The copying of the material is for only one course per class term of the instructor for whom the copies are made.

(2) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(3) There shall not be more than nine instances of such multiple copying for one course during one class term.

The limitations stated in (1) and (2) above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

4. Prohibitions as to a) and b) above Notwithstanding any of the above, the following shall be prohibited:

(a) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, answer sheets, and like consumable materials.

b) Copying shall not:

(1) substitute for the purchase of books, publishers' reprints, or periodicals;

(2) be directed by higher authority;

c) No charge shall be made to the student beyond the actual cost of the photocopying.

C. Situations Not Specifically Covered by UC Guidelines

The doctrine of "fair use" may permit reproduction of copyrighted works in excess of the word limit restriction specified in the UC Guidelines. 1. Since this is an area of unclear legal definition, you should use caution and discretion in such copying and should seek advice from the General Counsel's Office for a legal opinion, or request prior written permission directly from the copyright owner to perform copying substantially the limits enumerated in the Guidelines. 2. Any questions regarding the application of the Guidelines in specific cases, whether a work is covered under copyright protection, or the ways to secure permission from publishers should also be referred to the General Counsel.

IV. COPYRIGHT REQUIRING PRIOR WRITTEN PERMISSION FROM THE COPYRIGHT OWNER

A. Copying for Profit

"Fair use" extends only to nonprofit copying. Teachers should not charge students more than the actual cost of photocopying, and should not make copies for students who are not in their classes without obtaining permission. This applies to classroom copies made and distributed by a commercial copy center outside the University, as well as University facilities.

B. Unpublished Works

One should obtain permission from owners of unpublished works in order to copy from them. The law gives automatic copyright protection to unpublished works from the time they are created until they are published. Unpublished works, such as theses and dissertations, may be protected by copyright. If such a work was created before January 1, 1978 and was not copyrighted, the work is protected under the new Act for the life of the author plus fifty years after or until December 31, 2002, whichever shall later occur. (17 U.S.C. Section 303). Works created after January 1, 1978 and not published enjoy copyright protection for the life of the author plus fifty years. (17 U.S.C. Section 302).

C. Special Works

In some cases, certain specialized materials such as maps, anatomical diagrams, and drawings are copyrighted separately even though they appear in a text book or other printed work. In this situation, the reproduction of the material would not constitute fair use even if only one illustration from a book were used (see II B. 3. a) (3) above). You must obtain permission to reproduce such individually copyrighted materials. D. Consumable Works Teachers must secure prior written permission before making multiple copies of copyrighted works which are intended to be consumed in classroom activities such as workbooks, exercises, and standardized tests and their answers.

V. INFRINGEMENT

Owners of copyrights can attempt to halt infringement by suing for injunctions, impounding or destruction of infringing articles, and can seek costs of suit and attorneys' fees. Additionally, they can seek recoup actual money damages suffered by the copyright owner as well as the infringer's profits. When there are only nominal monetary losses, owners can, instead of seeking their actual damages, claim "statutory" damages up to \$10,000 (or up to \$50,000 if the infringement was "willful"). The University will defend an employee who photocopies in the course and scope of his or her employment

duties.

Even if the copying is held to infringe, the Copyright Act exempts employees of non-profit educational institutions, libraries, or archives from statutory damages, if the employee believed that the copying was a fair use and had reasonable grounds for that belief. Adhering to the Guidelines in III and IV above should afford reasonable grounds for believing one is engaging in "fair use".

Appendix 1. GUIDELINES

Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions WITH RESPECT TO BOOK AND PERIODICALS

The purpose of the following guidelines is to state the minimum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

GUIDELINES

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright.

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

(iii) Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) "Special" works: certain words in poetry or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety, however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of periodicals.)

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or

excerpts therefrom are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

1. substitute for the purchase of books, publishers' reprints or periodicals;
2. be directed by higher authority;
3. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.

Appendix 2. OBTAINING PERMISSION FROM THE COPYRIGHT OWNER

University employees should obtain prior written permission from the copyright owner to copy materials in those situations when the proposed copying does not come within the doctrine of "fair use". Obtaining such permission is usually not difficult and, in most cases for classroom use, is granted with no royalty charge.

How to Obtain Permission

When a proposed use of photocopied material requires a faculty member to request permission, communication of complete and accurate information to the copyright owner will facilitate the request. The Association of American Publishers suggests that the following information be included to expedite the process:

- 1) Title, author and/or editor, and edition of materials to be duplicated;
- 2) Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material;
- 3) Number of copies to be made;
- 4) Use to be made of duplicated materials (including time period or duration if copying on an on-going basis is desired);
- 5) Form of distribution (classroom, newsletter, etc.);
- 6) Whether or not the material is to be sold; and
- 7) Type of reprint (ditto, photocopy, offset, typeset).

When the copyright owner is the publisher of the work, the request should be sent, together with a self-addressed return envelope, to the permissions department of the publisher in question. If the address of the publisher does not appear at the front of the material, it may be obtained from The Literary Marketplace (for books) or Ulrich's International Periodicals (for journals), both published by the R.R. Bowker Company. When the copyright owner is the author, the request should be directed to the author either in care of the publisher's permissions department, as set forth above, or at the author's address. For purposes of proof, and to define the scope of the permission, it is important that the permission be in writing. Many publishers have registered with the Copyright Clearance Center, 21 Congress Street, Salem, MA 01970. This organization can facilitate obtaining permission to copy. Check with your campus library about the use of this service.

The process of requesting permission directly from the publisher requires time, as the publisher must check the status and ownership of rights and related matters, and evaluate the request. It is advisable, therefore, to allow sufficient lead time. In some instances the publisher may assess a fee for permission,

which may be passed on to students who receive copies of the photocopied material.

The following is a sample letter to a copyright owner (in this example a publisher) requesting permission to copy:

Date

Material Permissions Department
Academic Book Company
200 Park Avenue
New York, New York 10016

Dear Sir/Madam:

I would like permission to copy the following for use in my class (name of class) (next semester) or (next semester and subsequent semesters during which the course is offered.)

Title: Ethics and the Law, Second Edition

Copyright: Academic Book Co., 1965, 1971.

Author: John Smith

Material to be duplicated: Chapter 9 (photocopy enclosed).

Number of Copies: 50

Distribution: The material will be distributed to students in my class and they will pay only the cost of the photocopying.

Type of reprint: Photocopy

Use: The chapter will be used as supplementary teaching materials.

I have enclosed a self-addressed envelope for your convenience in replying to this request.

Sincerely,
Faculty Member

Appendix 3. IMPLEMENTATION

Because of the many individuals and offices affected by the University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research, it is important that this Policy be widely distributed and available for reference. To insure that result, the University takes the following measures to publicize the Policy and Guidelines:

I. They will be distributed to every faculty member.

II. The University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research will be included in the Handbook for Faculty Members of the University of California.

III. Notices shall be prominently posted that point out the existence and source of availability of the University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research at the location of all University copying facilities and other facilities at the University locations, if any, where orders for photocopying are received. (It is understood that the terms of the University of California Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research also apply to photocopying at facilities outside of the University.)

IV. In the event that any order, requisition, or like form is used in connection with the making or ordering of copies through campus facilities, such form shall include a clear representation by the university employee that the requested photocopying is in conformity with the Policy Statement. When permission from the copyright owner has to be obtained, a copy of the permission agreement should be attached to the request form and retained by the copy facility.

V. This policy supersedes all individual campus policies concerning the photocopying of materials for classroom and research use. It does not affect campus policies on the photocopying of materials for library reserve use (which are based on a different section of the U.S. Copyright Law) nor policies on videotaping, showing films, nor the reproduction of computer programs.

UNIVERSITY OF CALIFORNIA
GUIDELINES FOR COMPLIANCE WITH
THE ONLINE SERVICE PROVIDER PROVISIONS OF THE
DIGITAL MILLENNIUM COPYRIGHT ACT

I. BACKGROUND

The 1998 Digital Millennium Copyright Act ("DMCA") includes a section entitled the "Online Copyright Infringement Liability Limitation Act" ("Act") which grants online service providers (OSPs) a limitation of liability for vicarious and contributory copyright infringement when its subscribers infringe a third-party's copyright on-line. (17 U.S.C. § 512.) The University of California provides online service to its students and faculty (or students, faculty, and employees); as such, it meets the definition of an OSP. The limitation is available only under certain conditions and when procedures prescribed in the Act are followed. The DMCA's limitation on OSP liability was adopted as a compromise between demands by online service providers that they not be held liable for the infringing activity of their subscribers and counter-demands by "content providers," e.g., publishers, recording companies, that on-line providers not have absolute limitations on liability.

The DMCA does not require on-line providers to adhere to its procedures, nor does it supersede or alter existing statutory or case law related to copyright. Any defense which would otherwise be available to a provider remains available; however, adherence to the procedures allows a provider to quickly dispose of certain infringement claims without concern for liability either to the alleged infringer (for the removal of the material) or the person claiming infringement.

II. APPLICABILITY TO NON-PROFIT EDUCATIONAL INSTITUTIONS

As noted above, non-profit educational institutions are not exempt from the DMCA definition of a "service provider;" however, the Act contains a special provision for such institutions. (17 U.S.C. § 512 (e).) The exception is designed to clarify that not all activity of a faculty member or a graduate student who is an employee performing a teaching or research function will be considered the *institution's* activity. Such a faculty member's or student's knowledge or awareness of his or her infringing activity will *not* be attributed to the institution if:

- (1) the activity does not involve access to instructional materials that are or were "required or recommended" within the preceding three years for a course taught by that faculty member or graduate student;
- (2) the institution has not received more than two "notifications" (as described below) of infringement by such faculty member or graduate student in the preceding three years; and
- (3) the institution provides informational materials that accurately describe and promote compliance with federal copyright laws.

III. PREREQUISITES TO LIMITATION OF LIABILITY AFFORDED UNDER THE ACT

A service provider will not be liable for either money damages or injunctive relief for copyright infringement for materials stored or transmitted by a user or by providing links to an online location containing infringing material or activity if:

- (1) it does not have actual notice of the infringing activity or knowledge of circumstances from which infringing activity is apparent or, if it becomes aware of such, acts expeditiously to remove it;
- (2) it does not receive a financial benefit from the infringing activity;
- (3) upon notice of the infringing activity, it responds expeditiously to remove or disable the material; and
- (4) it has an agent designated to receive notifications whose name, address, phone number, and e-mail address are available on its website and registered with the U.S. Copyright Office. (17 U.S.C. §§ 512(a), (b), (c), and (d).)

The registration of an agent's name with the Copyright Office is a prerequisite to invoking the liability limitation under the Act. That office provides registration directions and a pdf form for registration at <http://lcweb.loc.gov/copyright/onlinesp/>, and maintains a publicly accessible on-line and hard-copy lists of all designated agents.

A service provider must adopt and implement a policy that provides for the termination of services to persons who are repeat infringers. The Electronic Communications Policy issued by the Office of the President in draft form for review, includes the University's policy regarding the termination of on-line services to "repeat infringers." A service provider must accommodate and not interfere with "standard technical measures," as yet undefined, used to identify and protect copyrighted works. (17 U.S.C. § 512 (i).)

A service provider is not required to monitor its service or affirmatively seek facts indicating infringing activity, nor is it required to remove or disable access to materials where to do such is otherwise prohibited by law. (17 U.S.C. § 512(m).)

IV. NOTIFICATION PROCEDURES

The Act provides for a mechanistic notification procedure which must be followed in order to take advantage of the limitation of liability.

The procedure consists of the following basic steps:

- (1) "Notice" is sent to the service provider by the complaining party.
- (2) The service provider notifies the subscriber and removes or disables the allegedly infringing material.
- (3) The service provider provides a copy to the complaining party of a timely counter-notice from the subscriber and notifies it that the removed or disabled material will be restored in no less than 10 business days and no more than 14 business days unless the entity notifies the provider that it has sought a court order for injunctive relief.

(4) The service provider restores the allegedly infringing material (to avoid liability to the subscriber) if it has not received a timely notice from the complaining party that injunctive relief has been sought.

More detail regarding the notification procedure appears below.

A. Notice from the Complaining Party to the Service Provider

To be effective, a "notice" must be a written communication to a service provider's designated agent which includes "substantially" the following:

- (1) a physical or electronic signature of a person authorized to act on behalf of the owner;
- (2) identification of the copyrighted work alleged to be infringed;
- (3) identification of the material claimed to be infringing or which is the subject of infringing activity;
- (4) information sufficient to allow the OSP's designated agent to contact the complaining party, e.g., address and telephone and e-mail numbers;
- (5) a statement that the complaining party has a good faith belief that use of the material is unauthorized;
- (6) a statement that the information in the notice is accurate and, under penalty of perjury, that the complaining party is authorized to act on behalf of the owner. (17 U.S.C. § 512 (c)(3)(A).)

To be effective, a notice must contain substantially *all* the information referenced above. If the notice provides substantially the information required in (2), (3), and (4) above, related to the identity of the work, the identity of the specific material within a work alleged to be infringing, and information sufficient to allow a service provider to contact the complaining party, the service provider has an obligation to attempt contact with the complaining party and take other "reasonable steps" to obtain a notice that complies with all requirements. Thus, if a service provider has received substantially all the substantive information, it must attempt to obtain the following required information from the complaining party: a physical or electronic signature, a statement that it has a good faith belief that the use is unauthorized, and a statement that the information is accurate and, under penalty of perjury, a statement that he, she, or it is authorized to act on behalf of the owner (subparagraphs (1), (4), and (5) above). (17 U.S.C. § 512(c)(3)(B).) If this information is not obtained after "reasonable" attempts, the service provider will not be considered to have actual knowledge of infringement or infringing activity and need not follow the "remove and notify" procedure described below.

B. Notice to the Alleged Infringer

A service provider may immediately disable access to or remove the allegedly infringing material or activity without liability to the subscriber, regardless of whether such is ultimately determined to be infringing, provided that the service provider does the following:

- (1) promptly notifies the subscriber that it has removed or disabled access to

the material;

(2) provides the complaining party with a copy of the subscriber's counter-notification (discussed below), if any, and informs said party that it will cease disabling access to the material or activity or replace it in 10 business days; and

(3) ceases disabling access to the material or activity or replaces it not less than 10, nor more than 14, business days following receipt of the counter notice unless the service provider's designated agent receives notice that the complaining party has sought a court order to restrain the subscriber from engaging in the alleged infringing activity. (17 U.S.C. § 512(g).)

C. Counter Notice from Subscriber

Although the Act does not require it to do so, the service provider's designated agent may inform the subscriber that he or she may submit a counter notification if there is reason to believe the notification is mistaken. A counter notice from a subscriber must be a written communication to a service provider's designated agent which includes "substantially" the following:

- (1) the subscriber's physical or electronic signature;
- (2) identification of the material removed or to which access has been disabled;
- (3) a statement under penalty of perjury that the subscriber has a "good faith" belief that removal or disablement of the material was a mistake or the material was misidentified;
- (4) the subscriber's name, address, and telephone number, and a statement that the subscriber consents to the jurisdiction of the Federal District court (i) in the judicial district where the subscriber's address is located if the address is in the United States, or (ii) in any judicial district where the service provider may be found if the subscriber's address is located outside the United States. (17 U.S.C. § 512(g)(3).)

V. MONITORING AND RECORD-KEEPING

The Act does *not* require a service provider to monitor its service or to seek facts which would indicate infringing activity. Such "policing" activity, in fact, may have the effect of eliminating the liability limitation available under the Act because the provider would no longer be "unaware" of infringing activity—a prerequisite to invoking the liability limitation provided by the DMCA.

A record of all infringement notifications and counter-notifications and actions taken in response to them will, however, provide relevant documentation generally and, specifically, will allow a campus to determine, if necessary, how many complaints have been received about a particular faculty member or graduate student-employee (see section II above).

VI. SUBPOENAS

The DMCA allows a copyright holder to request a federal district court to issue a subpoena to the service provider requiring it to identify the individual who is responsible for the alleged infringement. A

subpoena may be requested only after a notification of infringing activity has been provided to the service provider by the copyright owner. If a campus receives such a subpoena, normal procedures for responding to subpoenas should be followed.

VII. FAIR USE

The DMCA does not alter the "fair use" provision of the Copyright Act; accordingly, University guidelines on the use of copyrighted material for teaching and research remain applicable. Reference should be made to the University's Policy on the Reproduction of Copyrighted Materials for Teaching and Research and accompanying Appendices at

<http://www.ucop.edu/ucophome/uwnews/copyrep.html#policy> and Guidelines for the Reproduction of Copyrighted Materials for Teaching and Research at

<http://www.ucop.edu/ucophome/uwnews/copyrep.html#intro>.

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Prepared by the Office of General Counsel, October 1999.

August 19, 1992

**CHANCELLORS
LABORATORY DIRECTORS
MEMBERS, PRESIDENT'S CABINET**

Dear Colleagues:

The enclosed University of California Policy on Copyright Ownership is effective immediately. This Policy supersedes the University Copyright Policy, issued August 1, 1975.

The initial revision of the 1975 University Copyright Policy was undertaken by the Intellectual Property Advisory Council because of the need to:

1. reexamine the Policy in light of changing circumstances and new technologies, particularly in view of the growing importance of computer software; and
2. ensure that the language of the revised policy would be current and clear with regard to the Federal Copyright Act which became law subsequent to the 1975 University Copyright Policy, and to establish a policy and a mechanism that would protect copyright interests of the University of California and its employees under current copyright law.

The enclosed Policy achieves these goals.

In the near future, guidelines and procedures to implement this Policy will be issued by the Senior Vice President--Administration. Each Chancellor should establish or designate an office on his or her campus to serve as a central resource for faculty and staff to consult about the application of this Policy.

Sincerely,

David Pierpont Gardner

Enclosure

cc: Associate Vice President Moore
Academic Council Chair Trow
Special Assistant Gardner
Members, Technology Transfer Council
Principal Officers of The Regents

See also related [12/01/99 Guidelines for Compliance with the Online Service Provider Provisions of the Digital Millenium Copyright Act](#).

Go [here](#) for additional information on copyright matters.

UNIVERSITY OF CALIFORNIA POLICY ON COPYRIGHT OWNERSHIP

University of California
Office of the President
August 19, 1992

I. Preamble

The creation of copyrighted works is one of the ways the University fulfills its mission of contributing to the body of knowledge for the public good. The University encourages the creation of original works of authorship and the free expression and exchange of ideas.

This Policy is intended to embody the spirit of academic tradition, which provides copyright ownership to faculty for their scholarly and aesthetic copyrighted works, and is otherwise consistent with the United States Copyright Law, which provides the University ownership of its employment-related works. Pursuant to Regents' Standing Order 100.4 (mm), the President has responsibility for all matters relating to intellectual property, including copyrights in which the University is involved.

II. Purpose and Scope

This statement sets forth the University's Policy on the Copyright Ownership for works produced at, by, or through the University of California, its campuses, and the Department of Energy Laboratories. This Policy applies to University employees, students, and other persons or entities using designated University facilities or acting under contract with the University for commissioned works. This Policy addresses ownership of copyright; it does not address ownership or access to the underlying research results or data, as covered in [Academic Personnel Manual Section 020, University Regulation 4](#). It does not change or affect obligations under the University of California Patent Policy. If, in any case, the application of the two policies gives rise to a conflict, the ownership principles of the Patent Policy shall apply.

III. Definitions

For purposes of this Policy, the following definitions shall apply:

A. *Copyright*

Copyright is the intangible property right granted by Federal statute for an original work fixed in a tangible form of expression. Copyright provides the owner with the following exclusive rights in a work: to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly, and to display publicly.

B. *Designated Academic Appointees*

Those University employees who have a general obligation to produce scholarly/aesthetic works. Included are all appointees in the Professor series, In-Residence series, and the Professional Research series. Appointees in other academic titles may also be designated by the appropriate Chancellor or Vice President as having the obligation to produce scholarly/aesthetic works

C. Independent Academic Effort

Inquiry, investigation, or research carried out by designated academic appointees to advance knowledge or the arts where the specific choice, content, course, and direction of the effort is determined by the designated academic appointee without direct assignment or supervision by the University. The general obligation of designated academic appointees to produce scholarly/aesthetic works is considered independent academic effort.

D. License

A contract in which a copyright owner grants to another permission to exercise one or more of the rights under copyright.

E. Originator (s)

One who produces a work by his or her own intellectual labor. When there is more than one originator, the ownership of each originator's contribution shall be considered separately pursuant to this Policy.

F. Permissible Consulting Activities

Professional or scholarly services provided by University employees for compensation, which do not interfere with regular University duties, do not utilize University resources, and are not prohibited by terms of the University employment contract or other applicable University agreements or policies.

G. Royalties

A payment made to an owner of a copyright for the privilege of practicing a right under the copyright.

H. Sponsor

An organization or agency which provides funding, equipment, or other support for the University to carry out a specified project in research, training, or public service pursuant to a written agreement. Sponsors include Federal, State, local, and other governmental entities as well as private industry, educational institutions, and private foundations.

I. University Facilities

Buildings, equipment, and other facilities under the control of the University, that are designated by the appropriate Chancellor, Laboratory Director, or Vice President as requiring an advance agreement, from non-University personnel and University personnel acting outside the scope of their employment, concerning the disposition of any copyrighted works that are originated with the use of these facilities. Such facilities normally include campus computer centers and normally do not include University libraries. For the purposes of this Policy, the Department of Energy Laboratories are considered to be under the control of the University.

J. University Funds

Funds, regardless of source, that are administered under the control, responsibility, or authority of the University.

K. University Resources

University funds or facilities.

L. Work

Any copyrighted expression, including literary work (written lectures are included); musical work including any accompanying words; dramatic work, including any accompanying music; pantomimes and choreographic work; pictorial, graphic, and sculptural work; motion pictures and other audiovisual work; sound recordings; and computer software.

IV. Copyright Ownership by Category of Work

A. Scholarly/Aesthetic Work

A scholarly/aesthetic work is a work originated by a designated academic appointee resulting from independent academic effort.

Ownership of copyrights to scholarly/aesthetic works shall reside with the designated academic appointee originator, unless they are also sponsored works or contracted facilities works, or unless the designated academic appointee agrees to participate in a project which has special provisions on copyright ownership pursuant to Section VI.C. of this Policy.

B. Personal Work

A personal work is a work that is prepared outside the course and scope of University employment (except for permissible non-University consulting activities) without the use of University Resources.

Ownership of copyrights to Personal works shall reside with the originator.

C. Student Work

A student work is a work produced by a registered student without the use of University funds (other than Student Financial Aid), that is produced outside any University employment, and is not a sponsored, contracted facilities, or commissioned work.

Ownership of copyrights to student works shall reside with the originator.

D. Sponsored Work

A sponsored work is a work first produced by or through the University in the performance of a written agreement between the University and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise.

Ownership of copyrights to sponsored works shall be with the University unless the sponsored agreement states otherwise. Any sponsored work agreement which provides for ownership by other than the University generally shall provide the University with a free-of-cost, nonexclusive, world-wide

license to use and reproduce the copyrighted work for education and research purposes.

E. Commissioned Work

A commissioned work is a work produced for University purposes by individuals not employed at the University or by University employees outside their regular University employment.

When the University commissions for the production of a work, title normally shall reside with the University. In all cases, copyright ownership shall be specified in a written agreement. Any such agreement which provides for ownership by other than the University, generally shall also provide the University with a free-of-cost, nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

F. Contracted Facilities Work

A contracted facilities work is a work produced by non-University personnel or University personnel acting outside the course and scope of their employment, using designated University facilities pursuant to a written agreement.

Ownership of copyrights to contracted facilities work shall be governed by the agreement permitting use of the specified University facilities. Depending on the nature of the facility and the nature and extent of the use, the agreement may specify that ownership of resulting copyrights rests with the University, or the University simply may be paid a fee for the use of the facility, or some other arrangement may be appropriate.

G. Institutional Work

Except as otherwise provided in this Policy, the University shall own all copyrights to works made by University employees in the course and scope of their employment and shall own all copyrights to works made with the use of University resources.

H. Work Acquired by Assignment or Will

The University may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with this Policy on Copyright Ownership and other University policies governing such acquisitions.

V. Copyright Ownership of Jointly Originated Works

Copyright ownership of jointly originated works shall be determined by separately assessing the Category of Work of each originator pursuant to Section IV. above. Rights between joint owners of a copyright shall be determined pursuant to copyright law.

VI. Copyright Agreement and Notification

A. Prior to any use of a University facility by non-University personnel or by University personnel outside University employment, a signed agreement shall be required that specifies the disposition of copyrighted works. University employees using University facilities for work outside University employment are responsible for bringing this to the University's attention so that an appropriate agreement for use can be negotiated. (See IV.F. above.)

B. Designated academic appointees participating in sponsored projects must have an agreement on file with the designated campus official which acknowledges: (a) individual and joint responsibility to produce and deliver sponsored works to the sponsor, as required by the terms of the sponsored project agreement, and/or to the University when so requested, and (b) that copyright ownership of sponsored works, unless reserved to the sponsor or otherwise provided for in the sponsored project agreement, shall vest in the University. (See IV.D. above).

C. Any designated academic appointee, other employee, or student wishing to participate in a specified University project that includes copyright ownership requirements other than provided in Section IV. of this Policy must sign an agreement indicating his or her concurrence with that project's special conditions. Chancellors and Vice Presidents shall designate special University projects that shall require such special copyright agreements.

VII. Release of University Rights

The University may release its ownership rights in copyrighted works to the originator(s) when, as determined by the University: (a) there are no overriding or special obligations to a sponsor or other third party; and (b) the best interests of the University would be so served. Such release of ownership rights must be contingent on the agreement of the originator(s) that no further effort on, or development of, the work will be made using University resources and that the University is granted a free-of-cost, nonexclusive, worldwide license to use and reproduce the work for education and research purposes.

VIII. Licensing and Royalties

The University may assign or license its copyrights to others. Royalty or income received from such transactions may be shared with the originator(s) of such works, as determined by the appropriate Chancellor, Laboratory Director, or Vice President, taking into account the originator's contribution, the University's costs, any provisions imposed by sponsors or other funding sources, and any other applicable agreements concerning the copyright.

IX. Copyright Responsibilities and Administration: Chancellors, Laboratory Directors, and Vice Presidents

For copyrighted works under their respective jurisdictions, Chancellors, Laboratory Directors, and Vice Presidents are authorized to:

A. Issue guidelines, implementing procedures, and supplementary local policies consistent with this Policy. These may include directives regarding licensure, disposition of royalty income, and other rights related to copyrights. Copies of such guidelines, policies and procedures shall be sent to the President;

B. Identify campus, Laboratory, and other University facilities or projects as having special copyright assignment obligations and issue guidelines and implementing procedures regarding assignment of copyright in works produced using such facilities or projects;

C. Register copyrights, accept copyrights from third parties, and sell, assign, or grant licenses in the name of The Regents for any rights to copyrights; and

D. Release University ownership rights to copyrighted works which are in the name of The Regents of the University of California pursuant to Section VII.

EXHIBIT B

**COPY RIGHT DISCLOSURE FORM
APPENDIX A (For Software)**

The above form is Acrobat Adobe PDF Format.

COPYRIGHT DISCLOSURE FORM

SUPPLEMENT I

COPYRIGHT OWNERSHIP BY CATEGORY OF WORK

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A personal work is a work that is prepared outside the course and scope of University employment (except for permissible non-University consulting activities) without the use of University resources.

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D. Sponsored Work

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Ownership of copyrights to sponsored works shall be with the University unless the sponsored agreement states otherwise. Any sponsored work agreement which provides for ownership by other than the University generally shall provide the University with a free-of-cost, nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

E. Commissioned Work

A commissioned work is a work produced for University purposes by individuals not employed at the University or by University employees outside their regular University employment.

When the University commissions for the production of a work, title normally shall reside with the University. In all cases, copyright ownership shall be specified in a written agreement. Any such agreement which provides for ownership by other than the University, generally shall also provide the University with a free-of-cost, nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

F. Contracted Facilities Work

A contracted facilities work is a work produced by non-University personnel or University personnel acting outside the course and scope of their employment, using designated University facilities pursuant to a written agreement.

Ownership of copyrights to contracted facilities work shall be governed by the agreement permitting use of the specified University facilities. Depending on the nature of the facility and the nature and extent of the use, the agreement may specify that ownership of resulting copyrights rests with the University; or the University simply may be paid a fee for use of the facility, or some other arrangement may be appropriate.

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The University may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with this Policy on Copyright Ownership and other University policies governing such acquisitions.

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SANTA BARBARA • SANTA CRUZ

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August 18, 2005

CHANCELLORS

Electronic Communications Policy

I am pleased to issue the revised University of California Electronic Communications Policy (*ECP*), which is available on the Web at <http://www.ucop.edu/ucophome/coordrev/policy/PP081805.pdf>.^{*} Effective immediately, this revision replaces the original policy issued on November 17, 2000.

The revised Electronic Communications Policy continues to uphold the basic principles of academic freedom, shared governance, freedom of speech, and privacy upon which the policy originally was based. The revisions to the 2000 version address a range of concerns that had arisen since the policy's issuance. Critical issues covered in the revision include alignment of policy provisions with network security and management practices; establishment of guidelines for accessing the electronic communications of absent or separated employees; and clarification that, as Presidential policy, the ECP applies to every member of the University community.

A draft revision was presented to the University community on February 1 of this year, and the current revision incorporates many of the recommendations arising from this review. In particular, members of the Academic Senate provided substantive feedback to help shape the policy revision.

A summary of substantive changes is included as a reference aid. The summary may be found on the Web at <http://www.ucop.edu/irc/policy/ecpupdate>. Please note that each campus now must designate a Coordinator to administer the policy.

Responsibility for policy implementation has been delegated to Kristine Hafner, Associate Vice President--Information Resources and Communications (IR&C) and Chief Information Officer. Campus Electronic Communications Policy coordinators may work directly with IR&C Policy Director Jacqueline Craig on questions of interpretation and implementation. She may be reached by telephone at (510) 987-0409 or by electronic mail at Jacqueline.Craig@ucop.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert C. Dynes".

Robert C. Dynes

Enclosures

Policy Summary

Electronic Communications Policy

ECP Attachment 1 - User Advisories

ECP Attachment 2 - Implementation Guidelines

^{*} See links to the policy as well as its two attachments under Enclosures

cc: Members, President's Cabinet (w/o)
Laboratory Directors
Academic Council Chair Blumenthal
Associate Vice President Hafner
Principal Officers of The Regents (w/o)

A Resource for the University of California Community

UCCopyright



**Systemwide
Policies and
Resources**

**Campus Policies
and Resources**

**Copyright
Ownership**

**Using
Copyrighted
Works**

**Additional
Resources**

FAQs

UC Systemwide Copyright Policies and Resources

Copyright Policies
Related Policies and Guidelines
Documents and Resources
Units and Committees
Contacts

UC Copyright Policies

- 2005 Policy on Use of Recordings of Course Presentations
- 2003 Policy on Ownership of Course Materials
- 1992 Policy on Copyright Ownership

UC Policy QuickGuide

- 1986 Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research

UC Policy Quickguide

- 1985 Policy for Off-Air Recording of Broadcast Programming for Educational Purposes

UC Policy QuickGuide

- Index to UC Policies

Related UC Policies and Guidelines

- Contracts and Grants Manual:
 - Intellectual Property and Related Matters (Chapter 11)
 - Publication Policy and Guidelines on Rights to Results of Extramural Projects or Programs (Chapter 1: Academic Policy, Section 410)
- 2000 Electronic Communication Policy:
 - Intellectual Property (Section D: Allowable Uses, Section 10)
- 1999 Guidelines for Compliance with the Online Service Provider Provisions of the DMCA
- 1997 Patent Policy
- 1985 Presidential Policy to Permit Use of the University's Name

- 1985 Presidential Policy to Permit Use of the Unofficial Seal
- University of California Policies Applying to Campus Activities, Organizations, and Students:
 - Policy on Student Conduct and Discipline (see Section 102.23)

Related UC Documents and Resources

- Copyright Matters. Office of Technology Transfer (OTT).
- Digital Copyright Protection at the University of California. Information Resources and Communications (IR&C).
- What is a Copyright Notice? *Copyright Matters*. Office of Technology Transfer (OTT).
- 1999 Report and Recommendations. Universitywide Task Force on Copyright.
- 1997 Report of the Advisory Group on Copyright: An Important Commodity in UC-Industry Relationships.
- 1996 Working Draft on Copyright Legislation and Scholarly Communication: Basic Principles.

Related UC Units and Committees

- Office of Research
- Office of Technology Transfer (OTT)
- Information Resources and Communications
- Office of the General Counsel of the Regents
- Standing Committee on Copyright

Contact

For Digital Millennium Copyright Act (DMCA) concerns about copyright infringement of electronic material, please contact the UCOP DMCA Agent:

David Ernst

Associate Vice President, Information Resources and Communications

Information Resources and Communications

1111 Franklin Street, 7th Floor

Oakland, CA 94607

(510) 987-0409

dmca.agent@ucop.edu

<http://www.ucop.edu/irc/policy/dmca.html>

About this Site

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Information Resources & Communications

UC Commitment to Copyright Law

The University of California is committed to upholding U.S. copyright law. As an Internet Service Provider under the meaning of the Digital Millennium Copyright Act (DMCA), the University does not monitor its networks for the purpose of discovering illegal activity. However, the University pursues a set of ongoing initiatives to ensure that copyright, particularly as it applies to digital assets, is respected within the University community. These initiatives are described below.

- **Education of Students about Copyright**

The University uses a variety of activities, Web sites, and printed materials to educate students about copyright regulations. The campuses hold new student and housing orientations during which students are informed about acceptable use of University computer resources. These sessions generally describe the kinds of activities that are not allowed, possible sanctions for violation of policy, and the strain that illegal file sharing places on the University's network resources. All students who receive University-supported electronic communications accounts are provided their campus's acceptable use policy and are informed that they must abide by its provisions. These policies define which activities are prohibited and seek to educate students about their responsibilities as users of University communications systems. Some campus initiatives also are directed at educating support staff who work with students, such as computer lab managers and help desk personnel. A pamphlet, "Getting the Message: Highlights of the University of California Electronic Communications Policy," is available to students, faculty, and staff and puts in plain, easily understood language those key tenets within University policy that apply to allowable use, personal use, cyber-citizenship, and other topics.

- **Universitywide Policy on Use of Electronic Communications**

The University's Electronic Communications Policy defines allowable use of all electronic communications resources provided by the University, and requires that electronic communications comply with applicable intellectual property law:

The contents of all electronic communications shall conform to laws and University policies regarding protection of intellectual property, including laws and policies regarding copyright, patents, and trademarks. When the content and distribution of an electronic communication would exceed fair use as defined by the federal Copyright Act of 1976, users of University electronic communications resources shall secure appropriate permission to distribute protected material in any form, including text, photographic images, audio, video, graphic illustrations, and computer software. (ECP Section III, Allowable Use, D.10)

Campuses implement local policies that further define appropriate use of electronic communications systems. These include guidelines for responding to any violations of law and University policy.

- **Network Management Practices**

Campuses have developed various network management strategies to balance the many and competing demands placed on network resources. Under provisions of the DMCA and as a matter of University policy, the University does not routinely search for illegal activity that may occur over its networks. However, network administrators pay attention to network traffic as one method to manage the resource and ensure that bandwidth is available for academic, research, and administrative uses. In the process, administrators identify anomalies in traffic, such as spikes in usage, and follow up as appropriate. In addition, UC campuses are using or investigating the use of bandwidth-shaping technologies. These technologies allow network administrators to implement strategies that help reserve network access primarily for purposes in alignment with the University's mission.

- **University Judicial Procedures and Effective Remedies**

The University handles claims of online infringement under the DMCA through established processes.

Once notified of possible copyright infringement, most students do not repeat the activity, and most cases do not result in a University judicial process. When it is necessary to initiate a judicial review, however, campuses utilize established local procedures for adjudicating violations of University policy, including copyright violations. Appropriate sanctions are imposed according to University guidelines. The type of sanction imposed depends on the facts of the case and may range from probation to loss of privileges, to suspension, and, potentially, to dismissal from the University. Campuses may use sanctions as a means to further educate students about responsibilities. For example, the student may be required to take an ethics course, carry out community service, or develop copyright education materials for distribution.

It is important to note that the UC Electronic Communications Policy provides for sanctions. It states that "In compliance with the Digital Millennium Copyright Act, the university reserves the right to suspend or terminate access to university electronic communications systems and services by any user who repeatedly violates

copyright law." (ECP Section III Allowable Use, E)

The University recognizes that the emergence of file sharing technologies challenges the University community as a whole to think in new ways about copyright, ethical obligations, academic culture, and operational constraints. A significant producer and consumer of intellectual property, the University has a profound interest in upholding copyright law and will continue to work to find innovative and effective solutions, including ongoing educational efforts, that meet these complex challenges.

[Back to Digital Copyright Protection](#)

Please submit your questions, comments, and suggestions at [feedback.html](#)

Last updated: May 17, 2007

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Please email questions
or comments about the
Regents' website to
[Anne Shaw](#)

If you would like to email
the Regents, please
address your comments to
[Regents Office](#)

Last updated:
October 26, 2009

Standing Orders

STANDING ORDER 100.6 Duties of the Chancellors

(a)

The Chancellor of each campus shall be the chief campus officer thereof and shall be the executive head of all activities on that campus, except as herein otherwise provided and excepting such activities as may be designated by the Board as University-wide activities; and with reference to these on a particular campus the Chancellor shall be consulted. In all matters within the Chancellor's jurisdiction, the Chancellor shall have administrative authority within the budgeted items for the campus and in accordance with policies for the University as determined by the President of the University. The Chancellor shall be responsible for the organization and operation of the campus, its internal administration, and its discipline; and decisions made by the Chancellor in accordance with the provisions of the budget and with policies established by the Board or the President of the University shall be final. The Chancellor of each campus shall nominate Officers, faculty members, and other employees on that campus in accordance with the provisions of these Standing Orders.

(b)

The Chancellor on each campus shall appoint all the members of the instructional staff deemed necessary for the conduct of instruction in any summer session on that campus, and may fix their remuneration in accordance with the provisions of the budget established by the Board and of the salary scales of the University.

(c)

The Chancellor of each campus shall preside at all formal functions on that campus. At formal exercises and ceremonies attended by the President, the Chancellor shall present the President, who, as the University's chief executive, shall function in accordance with the University's rules for protocol and procedure. The Chancellor, with the approval of the President, may replace or supplement formal exercises on the campus, including Commencement exercises, with informal functions at which Vice Chancellors, Provosts, or Deans may preside.

Includes amendments through February 19, 1971

The Regents of the University of California

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or comments about the
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[Anne Shaw](#)

If you would like to email
the Regents, please
address your comments to
[Regents Office](#)

Last updated:
January 24, 2011

Standing Orders

STANDING ORDER 100.4 Duties of the President of the University

(a)

The President shall be the executive head of the University and shall have full authority and responsibility over the administration of all affairs and operations of the University, excluding only those activities which are the responsibility of the Secretary and Chief of Staff, Chief Investment Officer, General Counsel of The Regents, and Senior Vice President - Chief Compliance and Audit Officer. The President may delegate any of the duties of the office except service as an ex officio Regent.

(b)

The President is authorized in the name of The Regents to award degrees to candidates recommended by the Academic Senate for degrees in course and certified by the respective registrars, and to confer honorary degrees, the award of which has been approved by the Board. In the absence of the President, or when specifically delegated by the President, the Chancellors on the respective campuses of the University shall confer the honorary degrees so awarded by The Regents. Degrees in course, awarded by the President as prescribed above, may be conferred by any Officer of the University, including Officers of the respective campuses, on delegation by the President. The President shall seek the advice of the Academic Senate, through committees appointed in a manner which the President shall determine, in connection with the award of all honorary degrees.

(c)

The President of the University, in accordance with such regulations as the President may establish, is authorized to appoint, determine compensation, promote, demote, and dismiss University employees, except as otherwise provided in the Bylaws and Standing Orders and except those employees under the jurisdiction of the Secretary and Chief of Staff, Chief Investment Officer, and General Counsel of The Regents. Before recommending or taking action that would affect personnel under the administrative jurisdiction of Chancellors, Executive Vice Presidents, Senior Vice Presidents, other Vice Presidents, or the Director of the Ernest Orlando Lawrence Berkeley National Laboratory, the President shall consult with or consider recommendations of the appropriate Officer. When such action relates to a Professor, Associate Professor, or an equivalent position; Assistant Professor; a Professor in Residence, an Associate Professor in Residence, or an Assistant Professor in Residence; a Professor of Clinical (e.g., Medicine), an Associate Professor of Clinical (e.g., Medicine) or an Assistant Professor of clinical (e.g., Medicine); a Senior Lecturer with Security of Employment, or a Lecturer with Security of Employment, the Chancellor shall consult with a properly constituted advisory committee of the Academic Senate.

(d)

The President and those of his staff to whom he may delegate such authority are authorized to act as agents of The Regents to carry out the collective bargaining responsibilities of the

University under the Higher Education Employer-Employee Relations Act (HEERA sections are 3560-3599). Whenever the President, under either general or specific authority delegated to him, takes action affecting the terms and conditions of employment of University employees, it shall be understood that for employees represented by an exclusive representative, such action may be taken only after satisfaction of any obligation the University may have to meet and confer with respect to such action, and then only to the extent approved by the President.

- (e) The President is authorized to grant leaves of absence with or without pay, in accordance with such regulations as the President may establish, except that paid leaves of absence that exceed ninety days for Chancellors, the Ernest Orlando Lawrence Berkeley National Laboratory Director, Executive Vice Presidents, Senior Vice Presidents, and other Vice Presidents shall be subject to approval by the Board upon recommendation of the President of the University.
- (f) The President annually, through the appropriate Standing Committee, shall present to the Board recommendations as to the budget of the University, recommendations as to the Capital Improvement Program of the University, and recommendations as to requests for appropriations of funds for the University.
- (g) The President shall fix and determine the amount, conditions, and time of payment of all fees, fines, and deposits to be assessed against students of the University, except that the President shall secure the Board's approval prior to the assessment of the University Registration Fee, Educational Fee, tuition fees, and fees and charges required in connection with the funding of loan financed projects, except student-fee-funded facilities, parking facilities and housing projects.
- (h) The President shall fix the calendar of the University, provided that no session of instruction shall be established or abolished except with the advice of the Academic Senate and the approval of the Board.
- (i) The President is authorized to make awards of fellowships, scholarships, and prizes with the advice of the Chancellors and the Academic Senate, and to approve expenditures from appropriations, gifts, and endowments for these purposes.
- (j) The President shall consult with the Chancellors and the Academic Senate regarding the educational and research policies of the University, and shall keep the Chancellors and the Academic Senate informed about significant developments within the University and within the State and Federal governments which may have serious consequences for the conduct of education and research within the University. The President shall present recommendations to the Board concerning the academic plans of the University and of the several campuses. The President shall transmit to the Board any memorial which the Academic Senate may address to The Regents.
- (k) The President shall develop, initiate, implement, and approve fundraising campaigns for the benefit of the University in

accordance with the policies of the Board.

- (l) The President shall represent the Corporation and the University in all matters requiring action by the Congress or officers of the United States or by the Legislature or officers of the State of California.
- (m) The President is authorized to negotiate and approve indirect cost rates to be applied to contracts and grants under which the University conducts programs supported by extramural funds, provided that such negotiations shall be directed toward full recovery of indirect costs. Newly approved indirect cost rates determined under the provisions of Office of Management and Budget Circular A21, and any successor publication thereto, shall be reported to the Committee on Finance annually.
- (n) The President is authorized to permit expenditures against contracts, grants, and gifts, or against firm commitments thereon, provided that the contracts, grants, and gifts have been solicited or negotiated in accordance with established Regental policy.
- (o) The President is authorized to approve transfers or allocations of University operating funds and transfers of funds designated for Capital Improvement purposes, subject to any limitations which might be imposed by the terms of said funds, provided:
1. That no such transfer or allocation shall result in the establishment of a new policy, program, or project involving a continuing commitment;
 2. That no transfer shall be made from a reserve fund for a purpose other than that for which the reserve fund was established.
- (p) The President is authorized to approve the incurring of commitments and expenditures against the following year's budget in advance of the effective date thereof. Advance commitments for expenditure for materials, services, and equipment shall not exceed fifty percent of the Governor's budget proposal to the Legislature for such purposes for the ensuing fiscal year. Advance commitments for appointments shall not exceed the number of positions and the funds provided in the Governor's budget proposal to the Legislature for the ensuing fiscal year. The number of such advance commitments authorized shall be determined annually by the President.
- (q)(1) Except as provided in paragraph (q)(2) below, the President is authorized to approve amendments to the Capital Improvement Program for projects not to exceed \$10 million. The President is also authorized to approve amendments to the Capital Improvement Program for projects exceeding \$10 million up to and including \$20 million, provided that concurrence is obtained from the Chairman of the Board and the Chairman of the Committee on Grounds and Buildings and also provided that all actions taken in excess of \$10 million up to and including \$20 million under this authority be reported at the next following meeting of the Board. However, the following shall be approved by the Board: (1) projects with a total cost in excess of \$20 million, (2) for projects in excess of \$20 million, any modification in project cost over standard cost-rise augmentation in excess of 25%, or (3) capital improvement

projects of any construction cost when, in the judgment of the President, a project merits review and approval by The Regents because of special circumstances related to budget matters, external financing, fundraising activities, project design, environmental impacts, community concerns, or substantial program modifications.

(q)(2)

This paragraph shall apply exclusively to capital projects on campuses approved by the Committee on Grounds and Buildings for inclusion in the Pilot Phase of Process Redesign for Capital Improvement Projects.

The President is authorized to approve amendments to the Capital Improvement Program for projects not to exceed \$60 million. However, the following shall be approved by the Board: (1) projects with a total cost in excess of \$60 million, (2) for projects in excess of \$60 million, any modification in project cost over standard cost-rise augmentation in excess of 25%, or (3) capital improvement projects of any construction cost when, in the judgment of the President, a project merits review and approval by The Regents because of special circumstances related to budget matters, external financing, fundraising activities, project design, environmental impacts, community concerns, or substantial program modifications.

This paragraph shall become inoperative and is repealed on March 31, 2011, unless a later Regents' action, that becomes effective on or before March 31, 2011, deletes or extends the date on which it becomes inoperative and is repealed.

(r)

The President is authorized to modify budget estimates of income of wholly or partially self-supporting activities, and in connection therewith to increase or decrease appropriations accordingly. Such authorization is subject to the availability of funds.

(s)

The President is authorized, in accordance with the terms specified by the donor, to designate the purpose for which, and the campus or other location at which, the income and/or principal of a gift shall be used and to make allocations in accordance therewith.

(t)

The President is authorized to determine, consistent with any expressed intent of the donor, the purpose for which and the campus or other location at which a gift shall be used, to determine whether income and/or principal shall be used, and to make allocations and reallocations in accordance therewith, to the extent not specified by the donor of a gift.

(u)

Any action taken pursuant to sections (s) and (t) above shall conform to established University programs and policies and shall not constitute a commitment requiring expenditures in excess of budgeted items.

(v)

The President is authorized, after consultation with the General Counsel, to return to the donor all or any unused portion of a gift of personal property, when the purposes of the gift have been fulfilled or fulfillment has become impossible or impracticable and when alternative uses are precluded.

- (w) The President is authorized to write off bad debts, provided reserves for that purpose are adequate or that specific income or an appropriation is available for that purpose.
- (x) The President is authorized to write off against funds received from the Federal Government in reimbursement of indirect costs, routine disallowed claims under grants and contracts.
- (y) The President is authorized to appoint and to execute necessary agreements with executive architects, executive landscape architects, and executive and consulting engineers for approved projects.
- (z) The President is authorized to approve building plans and to solicit bids in connection with approved projects, except that the President shall not approve the design of such projects as the Board has specifically designated as requiring design approval by the Committee on Grounds and Buildings.
- (aa) The President is authorized to approve the siting of individual buildings or projects, provided that their locations are generally in accordance with a long-range development plan previously approved in principle by the Board, and to approve the siting of individual buildings or projects on University properties, such as field stations and research stations, which may not be covered by approved long-range development plans.
- (bb) The President is authorized to execute on behalf of the Corporation claims against debtors in bankruptcy, in receivership or in liquidation, and against estates of deceased persons.
- (cc) Except as otherwise specifically provided in the Bylaws and Standing Orders:
- The President is authorized to approve and execute on behalf of the Corporation contracts, real property rental agreements, leases, ground leases and other documents pertaining to the use of real property for University-related purposes with a term of not more than twenty years (excluding options when the University is the lessee but including options provided by the University as lessor).
- As used in these Standing Orders, the term University-related purposes refers to real property and interests therein held and/or used by the University in furtherance of its mission, but excluding real property held for investment purposes.
- (dd) Except as otherwise specifically provided in the Bylaws and Standing Orders, the President is authorized to execute on behalf of the Corporation all contracts and other documents necessary in the exercise of the President's duties, including documents to solicit and accept pledges, gifts, and grants, except that specific authorization by resolution of the Board shall be required for documents which involve or which are:
1. Exceptions to approved University programs and policies or obligations on the part of the University to expenditures or costs for which there is no established

- fund source or which require the construction of facilities not previously approved.
2. Renewal or modification of the prime contracts with the Department of Energy for the operation of the Ernest Orlando Lawrence Berkeley National Laboratory, the Los Alamos National Laboratory or the Lawrence Livermore National Laboratory that, in the opinion of the General Counsel, would constitute a cardinal change as a matter of law; and renewals or substantive modifications of the Los Alamos National Security LLC and Lawrence Livermore National Security LLC Agreements.
 3. Loans of funds of the Corporation, other than loans from established student, faculty, and staff loan funds.
 4. Agreements for the provision of employee group insurance benefits, with the understanding that Board authorization shall not be required for periodic revisions to existing agreements when the revisions do not substantially change the authorized scope of the benefit plans.
 5. Affiliation agreements with other institutions or hospitals involving direct financial obligations or commitments to programs not previously approved.
 6. Agreements with associations composed of medical staff for collection of professional fees for services rendered to patients at University or affiliated teaching hospitals.
 7. Applications for new licenses to the Federal Communications Commission for authority to operate radio or television broadcast equipment.
 8. Construction contracts in excess of appropriated funds.
 9. Agreements by which the University assumes liability for conduct of persons other than University officers, agents, employees, students, invitees, and guests. In circumstances where it is deemed necessary by the President, in consultation with the General Counsel, to indemnify non-University persons who have agreed at the University's request to serve as advisors on operational matters for conduct within the scope of their role as advisors, the President is authorized to provide for defense and indemnification. This restriction does not apply to agreements under which the University assumes responsibility for the condition of property in its custody.

(ee)

Anything contained in subsection (dd) above to the contrary notwithstanding, the President is authorized to take all actions and to execute all documents necessary in the exercise of the President's duties when an emergency precludes prior submission to the Board, provided that in all such cases the President shall report such actions to the Board, through an appropriate Standing Committee, at its next regular meeting.

(ff)

The President is authorized to negotiate the sale, purchase, receipt by gift, or lease of all interests in real property used, or to be used for University-related purposes, and to administer all such properties and interests

(gg)

The President is authorized to approve the sale, purchase, receipt by gift, or other acquisition of all interests in real property used or to be used for University-related purposes when the consideration does not exceed \$20 million. The President is also authorized to approve the sale, purchase, receipt by gift, or other acquisition of all such interests in real property when the consideration exceeds \$20 million up to and

including \$60 million, provided that concurrence is obtained from the Chairman of the Board and the Chairman of the Committee on Finance, and also provided that all actions taken for these amounts under this authority be reported at the next meeting of the Board. Such transactions with consideration exceeding \$60 million require Board approval.

(hh)

In furtherance of the authorities set forth in (ff) and (gg) above, the President is authorized to execute all documents, except those conveying title; provided, however, that any such documents executed prior to approval required in accordance with (gg) above, shall be conditioned upon obtaining such approval.

(ii)

The President shall be the custodian of all contracts of purchase and sale, gift agreement, leases, licenses, easements and rights of way, ground leases, mortgages, deeds of trust, insurance policies and other documents relating to real property transactions for University-related purposes custody for which is not established elsewhere in the Bylaws and Standing Orders.

(jj)

The President is authorized to approve and execute licenses, easements, and rights-of-way with respect to (1) real property used or to be used for University-related purposes or (2) University-related real property to be used by others.

(kk)

The President is authorized to approve leases, assignments of leases or subleases, and related amendments of such documents for mineral rights, including gas, oil, and other hydrocarbons, or geothermal resources as to real property used or to be used for University-related purposes if the land rent does not exceed \$500,000 per year during the primary lease term.

(ll)

The President is authorized to take all appropriate action incident to the administration of University home loan programs as approved by The Regents, including (1) receiving and administering promissory notes, mortgages, deeds of trust, grant deeds, and deeds-in-lieu of foreclosure, (2) executing releases and satisfactions of mortgages and requests for reconveyances of deeds of trust when the University home loan program notes secured by such mortgages and deeds of trust have been paid in full or otherwise satisfied, and (3) accepting title to real property through foreclosure, deed-in-lieu of foreclosure, or other similar actions.

(mm)

The President is authorized to develop and implement policies and procedures on matters pertaining to intellectual property, including patents, copyrights, trademarks, and tangible research products, and to execute documents necessary for the administration of intellectual property, including those which may contain commitments existing longer than seven years. The President annually shall report to the Board on matters pertaining to intellectual property.

(nn)(1)

Except as provided in paragraph (nn)(2) below, the President shall be the manager of all external financing of the Corporation. The President is authorized to obtain external financing for amounts up to and including \$10 million for the planning, construction, acquisition, equipping, and improvement

of projects. The President is also authorized to obtain external financing for amounts in excess of \$10 million up to and including \$20 million, provided that concurrence is obtained from the Chairman of the Board and the Chairman of the Committee on Finance, and also provided that all actions taken to obtain external financing for amounts in excess of \$10 million up to and including \$20 million be reported at the next following meeting of the Board. External financing in excess of \$20 million requires Board approval. The President shall have the authority to (1) negotiate for and obtain interim financing for any external financing, (2) design, issue, and sell revenue bonds or other types of external financing, (3) issue variable rate or fixed rate debt, and execute interest rate swaps to convert fixed or variable rate debt, if desired, into variable or fixed rate debt, respectively, (4) refinance existing external financing for the purpose of realizing lower interest expense, provided that the President's authority to issue such refinancing shall not be limited in amount, (5) provide for reserve funds and for the payment of costs of issuance of such external financing, (6) perform all acts reasonably necessary in connection with the foregoing, and (7) execute all documents in connection with the foregoing, provided that the general credit of The Regents shall not be pledged for the issuance of any form of external financing.

(nn)(2)

This paragraph shall apply exclusively to capital projects on campuses approved by the Committee on Grounds and Buildings for inclusion in the Pilot Phase of Process Redesign for Capital Improvement Projects.

The President shall be the manager of all external financing of the Corporation. The President is authorized to obtain external financing for amounts up to and including \$60 million for the planning, construction, acquisition, equipping, and improvement of projects. The President shall have the authority to (1) negotiate for and obtain interim financing for any external financing, (2) design, issue, and sell revenue bonds or other types of external financing, (3) issue variable rate or fixed rate debt, and execute interest rate swaps to convert fixed or variable rate debt, if desired, into variable or fixed rate debt, respectively, (4) refinance existing external financing for the purpose of realizing lower interest expense, provided that the President's authority to issue such refinancing shall not be limited in amount, (5) provide for reserve funds and for the payment of costs of issuance of such external financing, (6) perform all acts reasonably necessary in connection with the foregoing, and (7) execute all documents in connection with the foregoing, provided that the general credit of The Regents shall not be pledged for the issuance of any form of external financing.

This paragraph shall become inoperative and is repealed on March 31, 2011, unless a later Regents' action, that becomes effective on or before March 31, 2011, deletes or extends the date on which it becomes inoperative and is repealed.

(oo)

The President is authorized to administer University participation in corporations, companies, and partnerships, provided that such participations have been approved by the Board for University-related purposes, and to execute all documents in connection therewith on behalf of the University. The President shall be the custodian of all documents related to such participations.

(pp)

The President shall be the representative of the Corporation in, and is authorized to execute agreements in connection with, all matters relating to bank accounts and bank services; banking relationships; financial and banking type services provided by entities other than banks, including but not limited to, the following:

1. The President shall select the banks in which funds of the Corporation are deposited and from which funds are disbursed.
2. The President is authorized to transfer to the name of the Corporation all bank accounts, including time certificates of deposit, received as gifts to the Corporation, and to make withdrawals from or close such accounts.
3. The President is authorized to designate representatives of the University who may sign checks, drafts or other orders for the payment of money or initiate electronic transfers of funds against University checking accounts, provided that all such representatives are covered by fidelity bond. The President is authorized to approve the use of and to direct banks or other depositories to honor facsimile signatures.
4. The President is authorized to designate a list of representatives of the Corporation who may sign checks, drafts or other orders for the payment of money or initiate electronic transfers of funds against bank accounts used for deposit of Chief Investment Officer's General Cash and to make withdrawals from savings accounts, provided that all such actions have been approved by two such representatives, including one from the Office of the President and one from the Office of the Chief Investment Officer, and provided further that all such representatives are covered by fidelity bond, and provided that nothing herein shall be construed as empowering the President to direct banks or other depositories to honor facsimile signatures except on authority of the Committee on Finance.
5. The President is authorized to make arrangements for lockbox, electronic transfer of funds, escrow services, credit card and other services to facilitate the collection or disbursement of funds.

(qq)

1. "Extreme Financial Emergency" for purposes of this Standing Order shall mean any event(s) or occurrence(s) creating an imminent and substantial deficiency in available University financial resources which could reasonably be expected to jeopardize the ability of the University, campus, or multiple campuses, to sustain its current or future operations in a manner which would allow it to fulfill its tripartite mission consistent with past practices. The deficiency in available financial resources may result from significant reductions in any of the following: legislative appropriation; state revenues which make appropriated funds unavailable; income from other sources including auxiliary enterprises and services, contracts, grants, gifts, tuition and fees.
2. The President of the University shall have authority, consistent with legal requirements, to implement furloughs and/or salary reductions, on terms that the President deems necessary, for some or all categories of University employees, upon Declaration of Extreme Financial Emergency, as specified below. The President further shall have the authority, during the pendency of the Declaration and consistent with applicable legal requirements, to suspend the operation of any existing Regental or University policies otherwise applicable to furloughs and/or

salary reductions that are contrary to or inconsistent with the terms the President deems necessary to the proposed implementation. The authority provided herein may be exercised with regard to the University as a whole or with regard to a campus or multiple campuses. For purposes of this section, Furlough means temporary unpaid time off of work where use of accrued vacation leave, compensatory time off, or any other paid leave or compensation may not be used.

3. Extreme Financial Emergency may be declared only by the Regents on the President's recommendation. Any request by the President for approval of such a Declaration shall be made in writing directed to the Chair and Vice Chair of the Board and to the Chair of the systemwide Academic Senate, with copies directed to the Principal Officers of The Regents and appropriate University Officers. Such writing must generally describe the emergency conditions underlying the Declaration, the current or future effects of such conditions on campus or University operations, the expected duration of the Declaration if known (which in no event may extend beyond one year), a summary of the plan for implementing the proposed furloughs and/or salary reductions, and the expected outcome of the proposed plan.
4. The President shall engage in consultation with campus Chancellors, representatives of the systemwide Academic Senate and the appropriate representatives of systemwide staff and academics concerning the matters to be included in the request for approval of a Declaration of Extreme Financial Emergency prior to submitting the request to The Board of Regents. If the request for approval of a Declaration of Extreme Financial Emergency is submitted by a Chancellor to the President, the Chancellor shall engage in consultation with representatives of the divisional Academic Senate and the appropriate representatives of campus staff and academic representatives concerning the matters to be included in the request for approval of a Declaration of Extreme Financial Emergency prior to submitting the request to the President.
5. The authority provided under this Standing Order is in addition to any authority otherwise provided University officials under other Regental or University policies and, except as provided herein, nothing in this Standing Order shall limit such other authority.

Includes amendments through January 2011:

EXHIBIT 5

Copyright

United States Copyright Office


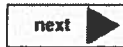
[Help](#)[Search](#)[History](#)[Titles](#)[Start Over](#)

Public Catalog

Copyright Catalog (1978 to present)

Search Request: Left Anchored Title = University of California

Search Results: Displaying 1 through 25 of 1762 entries.


[1](#)
[26](#)
[51](#)
[76](#)
[101](#)
[126](#)
[...](#)
[1751](#)


Resort results by:

[Set Search Limits](#)

#	Title <	Full Title	Copyright Number	Date
[1]	University of California.	<u>California forever : a.k.a. University of California / By T. W. Allen.</u>	V3442D785	1999
[2]	University of California.	<u>California loyalty : a.k.a. University of California / By T. W. Allen.</u>	V3442D785	1999
[3]	University of California	<u>Salute to the Golden Bear : a.k.a. University of California / By W. Allen.</u>	V3442D792	1999
[4]	University of California	<u>Song of Troy : a.k.a. University of California / By Ralph J. Freed & Charles Kisco.</u>	V3442D792	1999
[5]	The University of California 1868-1968.	<u>University of California 1868-1968.</u>	RE0000787505	1970
[6]	University of California alumni & alumnae directory	<u>UCSB directory of alumni & alumnae.</u>	CSN0102555	1999
[7]	University of California alumni & alumnae directory	<u>UCSB directory of alumni & alumnae.</u>	CSN0102555	1998
[8]	University of California alumni & alumnae directory	<u>UCSB directory of alumni & alumnae.</u>	CSN0102555	1993
[9]	University of California alumni & alumnae directory	<u>UCSB directory of alumni & alumnae.</u>	CSN0102555	1992
[10]	University of California at Berkeley wellness letter: the newsletter of nutrition, fitness and stress management. TX 5-782-505.	<u>University of California at Berkeley wellness letter: the newsletter of nutrition, fitness and stress management. TX 5-782-505.</u>	V3519D773	2005
[11]	University of California at Berkeley wellness letter: the newsletter of nutrition, fitness and stress management. TX 5-782-505.	<u>University of California at Berkeley wellness letter: the newsletter of nutrition, fitness and stress management. TX 5-782-505.</u>	V3519D773	2005
[12]	University of California at Berkeley.	<u>University of California at Berkeley.</u>	VA0000430378	1990
[13]	University of California at Berkeley. College of Chemistry. Prime Science Education Group	<u>Ciencia primaria : nivel B / University of California at Berkeley. College of Chemistry. Prime Science Education Group.</u>	TX0004838486	1998
[14]	University of California at Berkeley School of Law, Boalt Hall alumni directory ...	<u>University of California at Berkeley School of Law, Boalt Hall alumni directory ...</u>	CSN0106709	1998
[15]	University of California at Berkeley School of Law, Boalt Hall alumni directory ...	<u>University of California at Berkeley School of Law, Boalt Hall alumni directory ...</u>	CSN0106709	1994

EXHIBIT 6

UCLA Copyright Policy

[UCLA Copyright Policies](#)

[UC Systemwide Copyright Policies and Resources](#)

[Copyright Act of 1976](#)

[UCLA Library Copyright Policy on In-Library Reserves](#)

[UCLA Library Copyright Policy on Electronic Reserves](#)

[Interlibrary Loan Operations](#)

[Policy Regarding Mediated Copying](#)

[Policy Regarding Unpublished Materials](#)

[Making Copies of Copyrighted Materials for UCLA Library Collections](#)

[Sample UCLA Library Reserves Return Letter](#)

[Electronic Reserves Copyright Notice](#)

[UCLA Library Copyright Policy Notice](#)

[Definition of "Reasonable Effort"](#)

Purpose of the UCLA Library Copyright Policy

To state the UCLA Library's responsibilities and its policies, procedures, and guidelines governing the reproduction of copyrighted material, with particular respect to the provisions of the Copyright Revision Act of 1976, the Digital Millennium Copyright Act (DMCA), the Copyright Term Extension Act, and pertinent University of California policies.

To state, insofar as is possible, the UCLA Library's responsibilities and its policies, procedures, and guidelines governing the use and reproduction of copyrighted materials available in or converted to digital formats. The UCLA Library actively monitors the evolving digital copyright policies and guidelines and will modify its policies, procedures, and guidelines as necessary.

To state the library users' responsibilities concerning the reproduction of copyrighted materials.

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UCLA Copyright Policy

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- [UCLA Library Copyright Policy Notice](#)
- [Definition of "Reasonable Effort"](#)

Making Copies of Copyrighted Materials for UCLA Library Collections

The following policies relate to materials in any medium with a copyright date within the last 75 years. If no copyright agreement has been made between the United States and the country of publication, the Library is free to copy copyrighted material without securing permission.

Copying for Addition to the Collection

Normally, the Library does not add to its collections by making a copy rather than acquiring the original. When necessary, the Library will add to its collections by copying if the following conditions are met:

- A reasonable effort to obtain a copy in acceptable condition and at a fair price was not successful *and*
- permission has been obtained from the publisher or other copyright owner; *or*
- material is in the public domain.

Number of copies to be made: As many copies may be made as the copyright holder has granted permission to make. In most cases, however, only one copy will be made. Documentation required by Library

Reprographic Service: Indication that the requisite checking has been completed and that backup documentation is on file will be made on the Library Reprographic Services mediated copying request form.

Replacement Copying

Missing or damaged parts of a work: For minor parts, a copy may be acquired and substituted for the missing or damaged part without obtaining permission or checking for availability.

Entire work: If an entire work is damaged, deteriorating, lost, or stolen and if the library has "after a reasonable effort, determined that an unused replacement cannot be obtained at a fair price," the library may make one copy for replacement purposes without having to obtain permission from the copyright holder (Title 17, Sect. 106e). Title 17, Sect. 108h extends this right to a musical work, pictorial or graphic work, motion picture, or other audiovisual work.

Number of copies to be made: One copy may be made for each copy that is missing or damaged.

Documentation required by Library Reprographic Service: Indication that the requisite checking has been completed and that backup documentation is on file will be made on the Library Reprographic Service mediated copying request form.

Preservation Copying

As a major U.S. research library collection, the UCLA Library is committed to participating in national and UC-wide programs designed to cooperatively preserve materials that have become too fragile or been too badly damaged to withstand further normal use but that continue to be needed. Copies of published and unpublished materials may be made for purposes of preservation and security unless otherwise restricted.

Required checking and documentation: For materials still under copyright, the policies listed above concerning replacement copying apply.

Number of copies that may be made: The Library, as a participant in national preservation programs, follows the National Endowment for the Humanities and Research Libraries Group guidelines for preservation copying.

Distribution to a user or to another library of a second-generation copy (i.e., a copy made from a preservation master): Distribution will be undertaken when any conditions that would have been required with the original are met. This will include a copy of written permission from the copyright owner, if that would have been required for making a copy of the original.

Special Considerations for Copying of Audiovisual Materials, Computer Programs, and Data Files

Certain materials are used in such a way, i.e., with a machine interface, as to make the items susceptible to damage or distortion. In the case of computer programs, the copyright law addresses this issue and allows copying to counteract damage or distortion and ensure a usable item. The following guidelines highlight those sections of the law that pertain to these types of materials.

Audiovisual materials copied in the same medium: For unpublished materials, a copy may be made solely:

- For preservation and security or
- for deposit for research use in another appropriate library or archive (Title 17, Sect. 107 and 108b).

For most published materials a copy may only be made when the conditions for replacement copying are met, i.e., the library's holding is unusable and after reasonable effort it is determined a replacement is not available from commercial sources at a fair price (Title 17, Sect. 107 and 108c).

In unusual cases, when the library fears that an audiovisual may not be available for replacement at a future date, the library may make a circulating copy of the material. The original will not be available for use. If it becomes necessary to replace the circulating copy, a copy may be made from the original only if a replacement is not available from commercial sources at a fair price.

Audiovisual materials copied in a different format: Copying audiovisual material when change of format results is permitted when the conditions for replacement copying or preservation copying are met or when permission to change the format is granted by the publisher.

Computer programs and data files: Rights of use under copyright law may be restricted by contractual agreements, and rights of use not otherwise granted by copyright law may be granted by contractual arrangements. Valid contractual arrangements entered into by the university or the Library, and their agents, must be honored to avoid liability.

One copy or adaptation of a copyrighted computer program (a "working copy") may be made for archival purposes only (Title 17, Sect. 117(2)).

All copies made for archival purposes must be destroyed in the event that continued possession of the computer program of which they are a copy ceases to be rightful (Title 17, Sect. 117(2)). In the event of lease, sale, or other transfer of interest in the computer program, any extant copies prepared in accordance with Title 17, Sect. 117 must accompany

the original copy as part of the transfer. In the case of adaptations, they may be transferred only with the written authorization of the copyright owner (Title 17, Sect. 117).

An additional copy or adaptation of a copyrighted computer program may be made when such new copy or adaptation is created as an essential step in the utilization of the computer program and is not used for any other purpose (Title 17, Sect. 117(1)).

Printouts and downloading of copyrighted data files and programs are subject to the general limitations on copying imposed by the copyright law. Uncopyrighted data files and programs may be copied without restriction.

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UCLA Copyright Policy[UCLA Copyright Policies](#)[UC Systemwide Copyright Policies and Resources](#)[Copyright Act of 1976](#)[UCLA Library Copyright Policy on In-Library Reserves](#)[UCLA Library Copyright Policy on Electronic Reserves](#)[Interlibrary Loan Operations](#)[Policy Regarding Mediated Copying](#)[Policy Regarding Unpublished Materials](#)[Making Copies of Copyrighted Materials for UCLA Library Collections](#)[Sample UCLA Library Reserves Return Letter](#)[Electronic Reserves Copyright Notice](#)[UCLA Library Copyright Policy Notice](#)

Definition of "Reasonable Effort"

Definition of "Reasonable Effort"

Section 108 of the Copyright Act allows libraries to reproduce published and unpublished materials under certain conditions provided that a "reasonable effort" is made to determine that the material cannot be obtained at a fair price from other sources.

The scope and nature of a reasonable investigation to determine that a copy in acceptable condition at a fair price cannot be obtained will always require recourse to commonly known trade sources, i.e., current publication lists or distributors of the specific medium. The reasonable effort will vary according to the circumstances of a particular situation. If there is an address, permission must be requested from the copyright holder to make the desired number of copies. At least one attempt must be made to obtain permission. The library will request from the appropriate Copyright Office or publisher the address of the copyright holder.

Required Documentation

A record of all relevant efforts, including correspondence, must be maintained for five years and be available for inspection.

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[Definition of "Reasonable Effort"](#)

Warning concerning copyright restrictions

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of Copyright Law.

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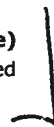
[UCLA Library Copyright Policy Notice](#)

[Definition of "Reasonable Effort"](#)

Warning Concerning Copyright Restrictions

The Copyright Law of the United States (**Title 17, United States Code**) governs the making of photocopies or other reproductions of copyrighted materials.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than private study, scholarship, or research. If electronic transmission of reserve material is used for purposes in excess of what constitutes "fair use," that user may be liable for copyright infringement.



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UCLA Copyright Policy[UCLA Copyright Policies](#)[UC Systemwide Copyright Policies and Resources](#)[Copyright Act of 1976](#)[UCLA Library Copyright Policy on In-Library Reserves](#)[UCLA Library Copyright Policy on Electronic Reserves](#)[Interlibrary Loan Operations](#)[Policy Regarding Mediated Copying](#)[Policy Regarding Unpublished Materials](#)[Making Copies of Copyrighted Materials for UCLA Library Collections](#)[Sample UCLA Library Reserves Return Letter](#)[Electronic Reserves Copyright Notice](#)[UCLA Library Copyright Policy Notice](#)[Definition of "Reasonable Effort"](#)**Interlibrary Loan Operations**

The guidelines listed below apply when interlibrary loan (ILL) requests are being processed for library users. NOTE: Section 108 was amended in late 1998 by the Digital Millennium Copyright Act, Pub. L.105-304, 112 Stat. 2860, and the Sonny Bono Term Extension Act, Pub. L. 105-298, 112 Stat. 2827. Those revisions have been incorporated into this document. For guidelines to be followed when ILL units are requesting material to be copied for addition to the library's collection, see [Making Copies of Copyrighted Materials for the UCLA Library Collections](#).

Interlibrary Borrowing Procedures*Notice of copyright regulations:*

- A "[Warning Concerning Copyright Restrictions](#)" sign will be prominently posted at every library location where ILL borrowing requests are accepted.
- To obtain the user's affirmation of his or her awareness of the copyright law and intention to comply with it, the "[Warning Concerning Copyright Restrictions](#)" will be printed within a box located prominently on the ILL borrowing request form.

Copyright compliance indication on borrowing requests sent:

- On each borrowing request for photocopies, the ILL unit will clearly indicate whether the request "Conforms to the CONTU Copyright Guidelines" (CCG) or "Conforms to the Copyright Law" (CCL).
- CCG will be indicated when the UCLA Library does not currently subscribe to a periodical title and the material requested was published within five years of the date of request.
- CCL will be indicated on requests for material which will become the property of the library user when:
 - a. The material requested was published earlier than five years prior to the date of the request, or
 - b. The Library believes because of the circumstances of the request that the reproduction and distribution of the copy is "fair use" according to [Title 17, Sect. 107](#).

Borrowing records and review of borrowing:

- Each UCLA Library interlibrary borrowing unit (Biomedical, Law, Research, and Science and Engineering libraries) will maintain records of all filled photocopy requests in title order. The records will be retained for three years beyond the calendar year in which the request was filled [[CONTU Guideline: 4](#)].
- At the end of each calendar year, each UCLA Library interlibrary borrowing unit will prepare a list of journal titles from which photocopy requests have been filled. The lists will be compiled to determine if there are any periodical titles for which the number of filled photocopies is deemed to exceed the spirit of the law and the CONTU Interlibrary Loan Guidelines.
- The compiled list will be submitted to the Associate University Librarian for Collection Development and Technical Services by March 31 each year. The AUL for Collection Development and Technical Services will take appropriate action on titles that appear on the list.

- In cases in which the amount of borrowing exceeds UCLA Library guidelines, the appropriate UCLA Library unit will either enter a subscription for the journal title or begin to pay copyright fees via the [Copyright Clearance Center \(CCC\)](#).

Interlibrary Lending Procedures

Copyright compliance indication on requests received:

- Upon receipt of ILL requests for photocopies from other libraries, each interlibrary lending unit will confirm that the request form clearly indicates copyright compliance (CCG or CCL) [[CONTU Guideline: 3](#)].
- If the request form fails to indicate CCG or CCL, the request will be rejected. In cases where an ILL request form is being returned by mail, a form note indicating the reason for rejection will be included.

Notices of copyright regulations:

Section 108(a)(3) requires that the reproduction or distribution of a copyrighted work include the notice of copyright that appears on the copy that is reproduced or includes a notice stating that the work may be protected by copyright if no notice of copyright can be found on the material that is reproduced.

- When a copyright notice appears on the first page of the material being copied (e.g., the first page of a journal article or a book chapter), no additional notification of copyright needs to be provided.
- When copying a chapter from a monograph in which the chapters do not include a copyright notice, a copy of the copyright notice from the front of the book will be made. If no copyright notice can be found in the book, the first page of the material copied will be stamped with:

NOTICE:

This material may be protected by Copyright Law
(Title 17, U.S. Code)

When copying a journal article in a journal issue or an article in a volume of separately authored essays in which the article/essay does not include a copyright notice, the first page of the material copied will be stamped with:

NOTICE:

This material may be protected by Copyright Law
(Title 17, U.S. Code)

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- [1992 Policy on Copyright Ownership](#)
 - [UC Policy QuickGuide](#)
- [1986 Policy and Guidelines on the Reproduction of Copyrighted Materials for Teaching and Research](#)
 - [UC Policy Quickguide](#)
- [1985 Policy for Off-Air Recording of Broadcast Programming for Educational Purposes](#)
 - [UC Policy QuickGuide](#)
- [Digital Copyright Protection at the University of California](#)
- [Index to UC Policies](#)

Related UC Policies and Guidelines

- **Contracts and Grants Manual:**
 - [Intellectual Property and Related Matters](#) (Chapter 11)
 - [Publication Policy and Guidelines on Rights to Results of Extramural Projects or Programs](#) (Chapter 1: Academic Policy, Section 410)
- **2000 Electronic Communication Policy:**
 - [Intellectual Property](#) (Section D: Allowable Uses, Section 10)
- [1999 Guidelines for Compliance with the Online Service Provider Provisions of the DMCA](#)
- [1997 Patent Policy](#)
- [1985 Presidential Policy to Permit Use of the University's Name](#)
- [1985 Presidential Policy to Permit Use of the Unofficial Seal](#)
- **University of California Policies Applying to Campus Activities, Organizations, and Students:**
 - [Policy on Student Conduct and Discipline](#) (see Section 102.23)

Related UC Documents and Resources

- [Copyright Matters](#). Office of Technology Transfer (OTT).
- [Digital Copyright Protection at the University of California](#). Information Resources and Communications (IR&C).
- [What is a Copyright Notice?](#)[Copyright Matters](#). Office of Technology Transfer (OTT).
- [1999 Report and Recommendations](#). University-wide Task Force on Copyright.
- [1997 Report of the Advisory Group on Copyright: An Important Commodity in UC-Industry Relationships](#).
- [1996 Working Draft on Copyright Legislation and Scholarly Communication: Basic Principles](#).

Related UC Units and Committees

- [Department of Academic Initiatives](#)
- [Information Resources and Communications](#)
- [Office of Research](#)
- [Office of Technology Transfer \(OTT\)](#)
- [Office of the General Counsel of the Regents](#)
- [Standing Committee on Copyright](#)

Contacts

UCOP DMCA Designated Agent:

Kristine Hafner

Acting Associate Vice President

Information Resources and Communication

300 Lakeside Drive, #751

Oakland, CA 94612

510/987-0405

Kristine.Hafner@ucop.edu

Office of Technology Transfer (OTT) Campus Contacts

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- DA 5230.1: [Agreements Related to Copyrightable Materials](#)
- DA 5230.2: [Agreements Related to Copyrightable Materials \(School of Law\)](#)

[Letter from UCLA Vice Chancellors Regarding File Sharing and Copyright Infringement](#)**UCLA Resources**

- [Fair Use Issues for Academics](#), University of California
- [UCLA Online Institute for Cyberspace Law and Policy](#)
- [Cyberspace Law Bibliography: Intellectual Property Issues](#), UCLA Online Institute for Cyberspace Law and Policy
- [Copyright Information](#), UCLA Office of Contract and Grant Management
- [Digital Millennium Copyright Act at UCLA](#)
- [UCLA Office of Intellectual Property](#)
- [Who Owns Your Course: Copyright and Intellectual Property](#) (archived video stream of May 25, 2001, forum)

UCLA Library Contact

Sharon E. Farb

Associate University Librarian for Collection Management and Scholarly Communication

UCLA Library

11334 Charles E. Young Research Library

Box 951575

Los Angeles, CA 90095-1575

310.825.1201

**UCLA Office of Technology Transfer Contact**

Katherine Fibiger

Technology Transfer Officer, Copyright

Office of Intellectual Property Administration

10920 Wilshire Boulevard, Suite 1200

Los Angeles, CA 90024-1406

310.794.0205

kfibiger@research.ucla.edu**UCLA Digital Millennium Copyright Act-Designated Agent**

Ross Bollens

Director of Information Technology Security

Office of Information Technology

5308 Mathematical Sciences Building

Box 951557

Los Angeles, CA 90095-11557

310.825.9192

ucladmca@ucla.edu

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EXHIBIT 7

TERMS AND CONDITIONS

AGREEMENT between AMBROSE VIDEO PUBLISHING, INC. (hereinafter called "Ambrose") and the Party (hereinafter called "Customer") named on the order form (hereinafter called "Schedule").

1. License: Ambrose grants Customer and Customer accepts from Ambrose the limited license under copyright to exhibit one or more of the films, video and/or sound filmstrip programs or both ordered or rented by Customer (hereinafter called "Programs"), but only for exhibition to non-paying private audiences during the period set forth and in accordance with the specific terms of said order or rental; and Ambrose hereby licenses to Customer and Customer licenses from Ambrose each Program in 16mm film, DVD or video cassette type ordered.

CUSTOMER ACKNOWLEDGES THAT THE PROGRAMS MAY NOT BE DUPLICATED, BROADCAST, TRANSMITTED BY CABLE OR OTHERWISE, ON ANY MULTI-RECEIVER OPEN OR INTERNET SYSTEM, OR DISPLAYED BEFORE THE PUBLIC, WHETHER OR NOT ADMISSION IS CHARGED. CUSTOMER SHALL EXHIBIT THE PROGRAMS ONLY AS HEREIN SPECIFIED AND USE THE PROGRAMS FOR NO OTHER PURPOSE.

Customer shall not sublicense, sublease or part with possession of any Program received by Customer hereunder. Performing rights to music contained in any Program are not granted herein. Nothing herein shall derogate from any rights of Ambrose or any other copyright proprietor of any Program under the United States Copyright Law or any applicable foreign copyright laws.

2. Price: Customer shall pay to Ambrose for the right to exhibit the Programs under the conditions set forth herein the amount required for the order or rental and as set forth in Paragraph 3 hereof immediately upon invoicing by Ambrose.

3. Payments: Customer shall pay to Ambrose the following sums in the manner and at the times herein specified, time being of the essence with respect to all such payments:

(a) the price for each Program as specified in this catalog and together with the delivery charge therefore, and

(b) any and all taxes, fees and other like charges billed to Ambrose and imposed, levied or based upon this license agreement, the delivery, possession, exhibition or use of any Program, or upon the grant or exercise of any rights hereunder, or upon the sums payable by Customer to Ambrose pursuant hereto; and

(c) All other charges specified elsewhere in this agreement.

4. Advertising: Customer shall not advertise the Programs licensed hereunder in any public media and any advertising undertaken shall recite only the title of the Programs and the performers, if any, and shall prominently set forth that the Programs are an Ambrose Video Publishing, Inc. presentation.

5. Term: The term of this license with regard to each Program shall commence as of the date each Program is delivered for shipment to or mailed to the Customer and shall continue for the term of the order.

6. Reservation of Rights: Legal title to the Programs and the containers, cassettes or reels on which the Programs are delivered shall at all times remain in Ambrose and all rights therein are reserved to Ambrose and thus any use of the term "Purchase" shall be deemed

to mean only the right and license to use and reuse the Programs hereunder, without limitation as to the number of uses or reuses, but without any change in ownership or title and otherwise subject to and upon the terms and conditions hereof.

7. Cuts: Customer shall exhibit each Program only in its entirety and shall not copy, duplicate, sublicense or sublease or part with possession thereof. Customer shall not cut or alter any Program or otherwise edit therewith; and in no event shall any Program be performed or exhibited without complete copyright notices and credits contained therein.

8. Prevention of Performance: If Ambrose shall be unable to deliver or prevented from delivering any Program by reason of governmental action, regulation or order or by reason of fire, flood, hurricane, labor dispute, riot, war, catastrophe, or the unavailability of the Program in the film or video system ordered, or without limiting the foregoing any cause beyond the control of Ambrose, this license shall be terminated as to such Program without liability to either party. Customer shall pay to Ambrose 25% of the price paid or payable to Ambrose as the rental price thereof hereunder.

9. Default: If Customer defaults hereunder, without limitation of its remedies:

(a) Ambrose in addition to other remedies may repossess any Program previously delivered hereunder;

(b) Ambrose may refuse to take further orders from Customer and may refuse to make further shipments of Programs to Customer, and

(c) Customer agrees to pay Ambrose costs and expenses of collection and/or repossession, including maximum attorney fees permitted by law.

10. Termination: In the event that:

(a) Customer defaults in the timely payment of any sums hereunder, and such default continues for a period of five days, or

(b) Customer advertises the Program contrary to the provisions of Paragraph 4, or

(c) Customer defaults with respect to any of the other provisions hereof and fails to cure such default within three (3) days after written notice thereof from Ambrose or

(d) Customer becomes insolvent, or files a petition in bankruptcy, or is adjudicated bankrupt, or executes an assignment for the benefit of creditors, or an involuntary petition in bankruptcy is filed against Customer, or a receiver or trustee is appointed for any of Customer's property, then, in any one or more of such events, Ambrose may in its discretion at any time thereafter, terminate the license herein granted and all rights to Customer thereunder, such remedy shall be in addition to and without prejudice to any right or remedy in law or equity or provided for elsewhere in this agreement on account of any violation or breach. Immediately upon termination of the license herein granted, Customer shall, at its expense, deliver any and all the Programs previously delivered to it, together with the chips or digital packets, cassettes, DVDs and containers pertaining thereto, to Ambrose and shall pay to Ambrose all moneys payable hereunder.

11. Limited Warranties and Remedies: Ambrose warrants each Program to be free from defects in material or workmanship at the time of delivery. In the event of Ambrose's breach of such warranty Customer's exclusive remedy shall be that Ambrose will replace the defective Program provided Customer returns the defective Program to Ambrose. Ambrose hereby disclaims any other warranties, express or implied.

Terms and Conditions

EXHIBIT 8



(800) 526-4663 customerservice@ambrosevideo.com

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- [Shipping Costs](#)
- [Shipping Policies](#)
- [Sales/Use Tax Information](#)
- [Tax Exempt Orders](#)
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- [Privacy Policies](#)
- [Marc Records](#)
- [Educational Television](#)
- [Terms & Conditions](#)

Ordering Methods



Phone: 800-526-4663 M-F, 9am-5pm E.S.T



Online: www.ambrosevideo.com 24 hours a day, 7 days a week



Email: customerservice@ambrosevideo.com

Fax: 212-768-9282



By Mail:
Ambrose Video Publishing, Inc.
Attn: Order Processing
145 W. 45th Street, Suite 1115
New York, NY 10036

Shipping Costs

Standard Shipping Charges for Videos and DVDs. Each DVD in series counts as one.

US Continent

\$5.00 for 1st Video or DVD
\$1.50 for each additional Video or DVD
Not to exceed \$120.00

For Example:

Miracle Planet (5 DVD Series)
1st DVD = \$5.00
4 DVDs @ \$1.50 = \$6.00
Total Shipping & Handling = \$11.00 for 5 DVD set

Alaska, Hawaii, Puerto Rico and US Territory orders:

An additional charge \$5.00 will be added for all orders shipping to Alaska, Hawaii, Puerto Rico and US territories

Canada

An additional charge of \$8.00 will be added for all order shipping to Canada

Additional Express/Overnight Shipping Costs

Continental US Video/DVD Shipping Option

	Additional Charges
--	--------------------

Merchandise Total	Express (2-3 days)	Overnight
\$0 to \$50.00	\$2.95	\$17.95
\$50.01 to \$100.00	\$3.95	\$20.95
\$100.01 to \$150.00	\$4.95	\$21.95
\$150.01 to \$200.00	\$5.95	\$23.95
\$200.01 to \$300.00	\$9.95	\$25.95
\$300.01 to \$500.00	\$11.95	\$30.95
\$500.01 to \$1,000.00	\$15.95	\$35.95
\$1,000.01 or more	\$19.95	\$48.95

Express and Overnight shipping are not available for Alaska, Hawaii, Puerto Rico, U.S Territories and Canada.

Shipping Policies

Standard Shipping (U.S only)

Most orders are shipped via Standard Shipping and are delivered within 7-10 business days from the ship date depending on product availability. We are sorry, we do not deliver to P.O Boxes.

Express (2-3 days) Shipping

Express orders will be shipped via 2nd Day Service should be delivered within 2-3 business days from the order's ship date. We're sorry, we do not deliver to P.O. Boxes.

Overnight Service Shipping

Overnight order placed by 12:00PM EST/noon will be processed and shipped the same day, depending on product availability. Overnight order placed after 12:00 PM EST/noon will be processed and shipped the next business day.

Items delayed due to availability will not be sent via Express or Overnight service.

Shipping to Canada

Orders shipping to Canada are processed and shipped within 1-2 business days. Please expect delivery within 14-21 business days from ship date. Not all programs are available to ship to Canada. See program information.

International Locations (Other than Canada)

We're sorry, products can only be shipped to destinations within the United States, its territories and Canada. We apologize for any inconvenience.

APO/FPO delivery

The delivery time to APO/FPO addresses vary and it is out of our control. It may take a long period of time.

Delivery

Delivery occurs only on business days, Monday through Friday (excluding holidays).

Sales/Use Tax Information

Items sold by Ambrose Video and billed to destinations in the states of California, Florida, Nevada, New Jersey, New York, Missouri, and Vermont are subject to tax.

If an item is subject to sales/use tax in the state to which the order is billed, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an item will generally include shipping and handling charges, and discounts

Tax-Exempt Orders

Sales tax will be charged on all orders unless Ambrose Video is provided with one of following:

- Certificate of exempt status with tax I.D.

or

- A copy of state resale certificate

Guarantee

Ambrose Video Publishing guarantees its product. Unopened returns will be accepted within 90 days of purchase—a credit will be issued for the product. Shipping will still be charged.

Ambrose Video is a leading distributor of DVDs and digital content to schools and libraries. © 2010 Ambrose Video Publishing, Inc.

Privacy Policies

Online Privacy Policy

We are committed to protecting your privacy. We use the information you provide during the checkout process to process your orders and email your order confirmation. Ambrose Video knows that the confidentiality of purchase-related information is of special concern to visitors who purchase items through our website. We are committed to safeguarding this information. We will not share any personally identifiable information (such as your name, address or telephone number) that you provide us when you make a purchase through our website with any other company, except where necessary for us to fulfill the order or to administer our Web site.

Mailing Address

If you request a catalogue it will be mailed to your postal address, you will be placed on our mailing list and you will receive periodic mailings from us. If you purchase from us, you may also receive mailings from us announcing new releases or special offers. If you prefer, you can have your name put on our do-not-mail list by emailing us at customerservice@ambrosevideo.com. Please include your name and address as it appears on your mailing label.

Encryption and Security

We use VeriSign's Payflow Pro software to perform all credit card transactions. To ensure your information remains secure, Payflow Pro encrypts each transaction request using the latest Secure Sockets Layer (SSL) encryption technology.

Marc Records

Ambrose Video has teamed up with Marc4media so that marc records for our titles are available to you at a reduced cost! To Order Marc Records for our titles (or for more information) simply:

- 1) Log onto <http://www.marc4media.com>
- 2) Click on the How to Order icon
- 3) Follow easy-to-use directions on site

The reduced costs for Marc Records are \$2.00 per record plus shipping & handling, (again these must be ordered directly from www.marc4media.com)

Marc4media is a content-rich cataloging product designed to be the foundation tool for library media programs across the country. By using Marc4media services you can speed up the transfer of data and be able to put your order from Ambrose Video into your automation system for circulation right away.

Educational Television

For information and pricing regarding Educational Television go to www.ambrosevideo.com/etv.cfm

Terms and Conditions

AMBROSE VIDEO PUBLISHING

Listed below are the basic terms and conditions that govern your use and purchase of precuts/programs from our website. Your use of the content purchased from Ambrose Video Publishing (AVP) constitutes your acknowledgement and agreement to all of the terms and conditions contained below ("Terms of Use").

AVP is the Licensor and you, the user, are the Licensee.

You hereby agree to the following Terms of Use:

1. Grant of License

AVP grants to the Licensee a limited, non-exclusive, revocable license to use the Content (as defined below) in an educational OR home video setting.

CUSTOMER ACKNOWLEDGES THAT THE PROGRAMS MAY NOT BE DUPLICATED, BROADCAST, TRANSMITTED BY CABLE OR OTHERWISE, ON ANY MULTI-RECEIVER OPEN OR INTERNET SYSTEM, OR DISPLAYED BEFORE THE PUBLIC, WHETHER OR NOT ADMISSION IS CHARGED. CUSTOMER SHALL EXHIBIT THE PROGRAMS ONLY AS HEREIN SPECIFIED AND USE THE PROGRAMS FOR NO OTHER PURPOSE.

Customer shall not sublicense, sublease or part with possession of any Program received by Customer hereunder. Performing rights to music contained in any Program are not granted herein. Nothing herein shall derogate from any rights of Ambrose or any other copyright proprietor of any Program under the United States Copyright Law or any applicable foreign copyright laws. The Content is licensed solely for classroom teaching, research, educational non-commercial

multimedia projects, classroom presentations, and individual presentations for use in educational institutions or public libraries.

PUBLIC PERFORMANCE RIGHTS

A "public performance" is any performance of a videocassette, DVD, videodisc or film which occurs outside of the home, or at any place where people are gathered who are not family members, such as in a school or library. In most cases titles sold by video and retail outlets are restricted to home use only and do not include public performance rights. All of the prices listed on the individual film pages include public performance rights.

EDUCATIONAL TELEVISION

Television rights for cable, commercial, educational television, or internet/web television are specifically NOT included with purchase and are covered by a licensing agreement. Contact Ambrose Video for more information.

See pricing for Educational Television.

2. **Copyright:** All materials purchased from AVP including, but not limited to, video, DVD, audio, graphics, text, images, and interactive media ("Content") are the property of AVP or have been licensed to AVP, and are protected by international copyright and trademark laws. Licensee has no ownership of the Content. Licensee may not copy, create derivative works from, transmit, perform, modify, display, or sell any information, products or services obtained from this site, except as expressly permitted under applicable law, as expressly stated for a specific product, or as described in these Terms of Use. In addition, the contents of this Web site, including but not limited to design, "look and feel," software code, text, images, audio, and audiovisual Content, are copyrighted, with all rights reserved by Ambrose Video Publishing, Inc.

3. **Price:** Customer shall pay to Ambrose for the right to exhibit the Programs under the conditions set forth herein the amount required for the order or rental and as set forth in Paragraph 3 hereof immediately upon invoicing by Ambrose.

4. **Payments:** Customer shall pay to Ambrose the following sums in the manner and at the times herein specified, time being of the essence with respect to all such payments:

- (a) the price for each Program as specified on this website and together with the delivery charge therefore, and
- (b) any and all taxes, fees and other like charges billed to Ambrose and imposed, levied or based upon this license agreement, the delivery, possession, exhibition or use of any Program, or upon the grant or exercise of any rights hereunder, or upon the sums payable by Customer to Ambrose pursuant hereto; and
- (c) All other charges specified elsewhere in this agreement.

5. **Advertising:** Customer shall not advertise the Programs licensed hereunder in any public media and any advertising undertaken shall recite only the title of the Programs and the performers, if any, and shall prominently set forth that the Programs are an Ambrose Video Publishing, Inc. presentation.

6. **Term:** The term of this license with regard to each Program shall commence as of the date each Program is delivered for shipment to or mailed to the Customer and shall continue for the term of the order. DVD rights exist for the life of the DVD.

Term for other rights/licenses: The term of this License Agreement shall be concurrent with the length of the license chosen by the Licensee (i.e. 1 year, 3 year, perpetual, or other agreed upon term) ("Term"). Upon expiration, non-renewal, or any termination of the license, all Licensee's rights to use the Content shall cease, except as otherwise provided herein below. Except for noncommercial student projects, all Content in all formats must be erased, deleted, or destroyed upon expiration or any termination of this Agreement. Student multimedia projects need not be destroyed but they may not be used for instructional purposes by the Licensee's organization after expiration of this Agreement.

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EXHIBIT 9

AMBROSE EDUCATIONAL DVD CATALOG 2009-2010

9/11



22 Years of Quality & Service

AMBROSE EDUCATIONAL DVD 2009-2010 CATALOG



Dear Ambrose Video Customer,

Thank you for your loyalty that has helped us grow our video production for over 20 years! We start our third decade as a company more excited than ever about the future of high quality video content. Since 1987, Ambrose Video has focused on providing the highest quality programs in science, history and drama. We have traveled the world acquiring the best video from the BBC, independent producers, Discovery Channel, and Public Television. We have produced a collection of award-winning programs featuring concept clips and enhanced by closed captions, Spanish subtitles, resource guides, maps, timelines, and historical documents using the latest in computer graphics to make the learning experience exciting and rewarding. We see our role as a partner with the educator to bring the world to the classroom.

The 21st Century has brought the digital age with content streaming and downloads building on the use of DVD. We are introducing Ambrose 2.0 - our new streaming site (pages 11-12).

As this catalog goes to press, we are producing dozens of videos, employing magical high-definition footage to examine the impact of climate change, exploring new insights into ancient civilizations and creating innovative approaches to delivering curriculum-relevant math and science. Visit us on our website for full descriptions, reviews, and to screen video clips.

All the best,

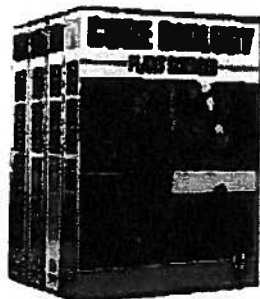
William V. Ambrose

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22 Years of Quality and Service



CORE BIOLOGY

As Seen
on Public
Television

Journey through the major turning points in the Biological Sciences.

Core biology explores life on its many levels. From 322 BC, when Theophrastus establishes the science of Botany, to 21st Century discoveries in Plant, Animal and Environmental Sciences, including current high profile issues such as Cellular Biology and Global Warming, this series thoroughly examines and demystifies biological puzzles that until recently seemed unsolvable.

Downloadable educator's guides, documents and contemporary graphics make "Core Biology" a source of exploration and joy in the classroom!

PLANT SCIENCES

"The video is particularly good in depicting basic concepts, such as pollination and the flower parts involved....Recommended".

— American Association for the Advancement of Science

Plant sciences or botany! No biological science has transformed society more than the successive waves of agricultural revolutions - new ways of growing more food. It started with the domestication of cereal crops - wheat, rice and corn. And in the 20th century, the green revolution has allowed nearly 7 billion people to live on the planet.

- 322 BC** - Theophrastus Finds Botany
- 1682** - Plant Physiology
- 1694** - How Plants Reproduce
- 1838** - The Cellular Basis of Plant Life
- 1866** - Mendel's Laws of Inheritance
- 1886** - Nitrogen-Fixing of the Pea Family Is Explained
- 1946** - Photosynthesis
- 1969** - The Five Kingdoms of Life

ANIMAL SCIENCES

"...provides solid and accurate information. Extras, available only if the DVD is viewed on a personal computer, include a teachers' guide, quiz, time line, and additional images (stills, drawings, charts, and illustrations). Voice-over narration and musical soundtrack balance are good." — Booklist

Today the Animal Sciences, Zoology, form the knowledge basis for such diverse disciplines as human physiology and nutrition... Genetics and animal breeding...and the exciting field of wildlife ecology. For the first time the scientific discoveries that provide insight into the nature of animal classification, physiology and behavior are brilliantly brought together in one program. Arranged chronologically, each discovery is presented with clear graphics and brilliant High Definition footage.

- 350 BC** - Aristotle Finds Zoology
- 1735** - Carlos Linnaeus Begins the Modern Description of Life
- 1796** - Comparative Anatomy
- 1826** - All Animal Life Begins with an Egg
- 1838** - The Cellular Basis of Life
- 1859** - The Theory of Evolution
- 1969** - The Five Kingdoms of Life
- 1973** - The Science of Animal Behavior
- 1998** - The Principles of Animal Communication

ENVIRONMENTAL SCIENCES

"This video in the Core Biology series provides an excellent introduction to ecology from a historical perspective.. Highly Recommended"

— American Association for the Advancement of Science


A seminal moment in mankind's history occurred when in 1949 Aldo Leopold announced the concept of a land ethic: "We are all part of the greater interconnected whole of plants animals and microorganisms." Out of this pronouncement was born the new science of environmental studies.

- 1920** - Biomes
- 1928** - The Theory of Plant Succession
- 1949** - Ecology
- 1953** - Eco-Systems
- 1957** - Ecology's Concept of Niche
- 1969** - The Five Kingdoms of Life
- 1979** - Gaia Hypothesis
- 1998** - Biodiversity

MICROBIOLOGY AND GENETICS

No biological sciences have more promise for the future of mankind than genetics and microbiology. Microbiology, which includes genetics, is the story of understanding how the cell works. All life is cellular life ... All animal and plant tissue is made up of cells ... All infectious diseases are caused by invading cells ... Cell division is the process of creating all complex life ... And all genetic material is contained within the cell. The many cellular processes and the remarkable micro-world are presented in stunningly clear microvideography in Core Biology: Microbiology and Genetics.

- 1673** - Anton Leewenhoek Describes Microscopic Life
- 1838** - The Cellular Basis of Life
- 1866** - Mendel's Laws of Inheritance
- 1878** - Germ Theory of Disease
- 1884** - The Structure of Cells
- 1884** - Mitosis and Cell Division
- 1905** - Meiosis
- 1911** - Genes
- 1967** - The Symbiotic Cell

These titles feature: • Closed Captioned for the Hearing Impaired  • Spanish Subtitled • Graphics and Models
• Educator's Guides • Timelines • Blackline Master Quizzes
• Series of Four 30 minute programs (120 minutes total) • Series price \$129.99 • Individual programs \$49.99 • Copyright © 2007

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NEW!

CORE PHYSICS



An excellent addition to high school media centers and science departments where introductory courses on physics are offered. —School Library Journal

Physics is the study of the elemental constituents of the universe. It deals with matter energy, forces, space and time. In the long history of physics, a series of discoveries and laws laid the foundation for how the universe works. In Core Physics these discoveries and laws are laid out in chronological order, each naturally building on the former.

CLASSICAL PHYSICS

This program covers classical physics... the period which led to the Industrial Revolution and modern technology.

MODERN PHYSICS

This program covers the modern physics era, which brought us new paradigms of how the universe works and our place in it.

- 1814 - Light Reveals Spectral Lines
- 1820 - Electromagnetism is Discovered
- 1824 - Laws of Thermodynamics
- 1831 - Faraday Produces Electricity from Magnetism
- 1842 - Doppler Effect
- 1864 - Maxwell's Equations Unify Electricity and Magnetism
- 1895-6 - X-Rays and Radioactivity are Discovered

- 1897 - First Subatomic Particle Found: The Electron
- 1900 - Principle of Quantum Physics
- 1903 - Chaos Theory
- 1905 - Einstein's Theories of Special and General Relativity
- 1925 - Wave-particle Duality and The Uncertainty Principle
- 1942 - First Self-sustaining Chain Reaction
- 1964 - Quarks

This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Photographs • Timeline • Educator's Guide • Blackline Master Quiz • Series of Two 30 minute programs (60 minutes total) • Series price \$79.99 • Individual programs \$49.99 • Copyright © 2007

NEW!

CORE ASTRONOMY



"Since the beginning, humans have looked to the skies in fascination. Offering a solid introductory overview, Core Astronomy (which includes optional Spanish subtitles) chronicles the history of astronomy, beginning with Ptolemy's earth-centered vision of the universe and closing with the 2004 discovery of organic matter outside our solar system. As the story of astronomy unfolds, viewers are introduced to key figures in the field and their major theories and concepts, such as Galileo's defense of a heliocentric solar system, Newton's three laws of motion, and

Einstein's theories of special and general relativity. Articulate, easy to follow narration—illustrating potentially difficult concepts with real life examples—is combined with skillfully edited visuals, which include historical drawings, photographs, computer images, and film footage. Downloadable materials—including an instructor's guide, timeline, images, and a quiz—are also available... Recommended." —Video Librarian, 3 stars

- 130 - 1640 - Ptolemy to Galileo
- 1688 - 1796 - Newton to Nebular Theory of the Solar System
- 1846 - The Planet Neptune is Discovered
- 1905 - Einstein's Theories of Special and General Relativity
- 1929 - The Expanding Universe
- 1963 - Quasars
- 1967 - White Dwarfs, Neutron Stars, Pulsars and Black Holes
- 1990 - The Great Attractor and Dark Matter
- 2004 - Organic Material Found on Extrasolar Planet

This title features: • Photographs • Timeline
 • Closed Captioned for the Hearing Impaired • Educator's Guide
 • Spanish Subtitled • Blackline Master Quiz
 • 38 minute program • \$49.99 • Copyright © 2007

NEW!

CORE CHEMISTRY



"This DVD could be of some use as part of an introductory lesson in beginning chemistry courses in high school or college...."

— American Association for the Advancement of Science

No science is more at the core of every technology that supports the seven billion people living on the planet today than chemistry. Chemistry is at the base of the foods, medicines, fuels and materials that are the hallmarks of modern life. Core Chemistry presents how each branch of chemistry - physical chemistry, organic chemistry and biochemistry - evolved from a clear understanding of the principles and laws of chemical interactions.

- 2 Million BC - 1661 - Ancient Chemistry
- 1800 - Electrolysis Reveals Water is not Elemental
- 1808 - Atomic Theory of Matter is Announced
- 1828 - Organic Chemistry
- 1869 - The First Periodic Table
- 1945 to Present - Catalysts and New Chemicals

This title features: • Graphics • Timeline
 • Closed Captioned for the Hearing Impaired • Educator's Guide
 • Spanish Subtitled • Blackline Master Quiz
 • 30 minute program • \$49.99 • Copyright © 2007

CORE METEOROLOGY

AN EXCITING EXPLORATION OF THE PRINCIPLES BEHIND TORNADOES, HURRICANES, SEVERE DROUGHTS, AND OTHER EXTREME WEATHER PHENOMENA.

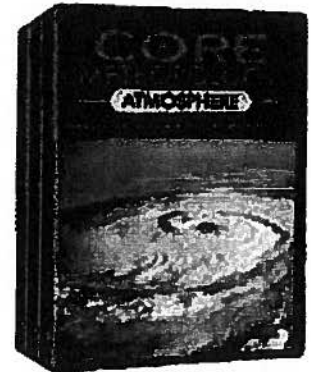


Meteorology, once the simple study of atmospheric events such as storms, hurricanes, tornadoes and temperature change, has grown in the 21st century. This science now includes such disciplines as atmospheric chemistry and physics, climatology and global warming.

ATMOSPHERE

The principles of atmospheric dynamics are presented in this program. The Earth's atmosphere is a dynamic balance of gases and sunlight that allows for the possibility of life. The Earth's atmosphere has a unique composition, structure and life sustaining Bio/Geo/Chemical cycles in its lower reaches. The program also shows how these atmospheric elements are being impacted by the unprecedented burning of fossil fuels.

- Atmospheres in the Solar System
- Composition of Earth's Atmosphere
- Structure of the Earth's Atmosphere
- Atmosphere and Solar Radiation
- Atmospheric Conduction and Convection
- Atmospheric Balancing
- Hydrological Cycle
- Carbon Cycle
- The Atmosphere and Climate Change



WEATHER

This program presents the principles of weather dynamics. It shows how weather conditions are measured...how computer models are used to predict the weather...the special role of moisture in producing weather phenomena...and finally, the impact of hazardous weather.

- Introduction: What is Weather
- Measuring Weather Variables
- What Causes Weather
- Moisture
- Weather Forecasting
- Hazardous Weather
- Global Warming and Weather

CLIMATE

Core Meteorology: Climate presents the relationships between climates and biomes, and climates and people...And describes the six major climate types. Lastly, it shows how weather extremes play a major role in each climate type.

- What Are Climates
- Climates and People
- Measuring Global Temperatures and Precipitation
- Climates and Weather Extremes
- Climate Types
- Climates and Biomes
- Climate Change and Biomes
- Climate Change and People



These titles feature: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Educator's Guide • Printable Graphs • Quizzes
• Series of Three 30 minute programs on 3 DVDs (90 minutes total) • Series price \$99.99 • Individual programs \$49.99 • Copyright © 2008

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As Seen
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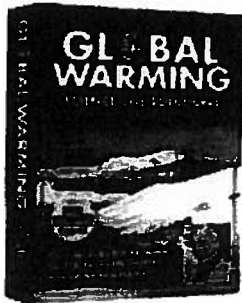
GLOBAL WARMING: SCIENCE AND SOLUTIONS

UNDERSTANDING THE SCIENCE OF GLOBAL WARMING AND DEVELOPING SOLUTIONS TO STOP ITS ACCELERATION IS THE MOST CRUCIAL CHALLENGE TO OUR SURVIVAL IN THE 21ST CENTURY.

"This program explains the causes of global warming, its effects, and solutions to reverse the trend. Clearly narrated by actor Erick Avari, the film traces humanity's ecological impact throughout history, focusing primarily on the modern age. Scientists champion different solutions to resolve the problem, including solar power, wind power, ethanol, and hydrogen fuel cells to cut the carbon emissions of today's fossil fuels-but all agree that action must be taken. Current and archival film footage and animated graphs support the concepts presented. Computer animations illustrate the complex concepts of the hydrological, carbon, nitrate, and aerosol cycles, which explain how various pollutants contaminate the ecosystem... this informative program does an excellent job of supporting its position." — School Library Journal

"Presents an up-to-date look at an urgent problem.. Recommended." — Video Librarian

"This set of DVDs could help your students make sense of global warming so you can effectively engage them in an educated dialogue of the issue."
— National Science Teachers Association



Our planet is warming; it's significantly warmer in the 21st century than it was in the last third of the 20th century. Indeed, four of the warmest years on record have occurred in this century. This global warming is being forced by the unabated burning of fossil fuels pouring CO2 into the atmosphere...And this warming appears to be forcing dramatic regional and worldwide climate shifts. This series takes you through the Science of Global Warming and the Solutions. We need only to trust the science and work together to implement these solutions...solutions we can no longer afford to ignore.

Shot in High Definition, this series is hosted and narrated by **Erick Avari**.

Program 1: THE SCIENCE OF GLOBAL WARMING

We cannot predict the consequences of global warming without clearly understanding the "how" and "why" global warming is occurring. This program takes you through the complexities and science of our atmosphere, the numerous biogeochemical cycles occurring today, and the physics behind the greenhouse effect.

Program 2: GLOBAL WARMING: SOLUTIONS

This program looks at new solutions that change our energy sources away from fossil fuels. In ten years we can be free of our dependence on fossil fuels and at the same time reverse global warming. All of the solutions are dependant on the choices we make now. Will the solutions be implemented in an intelligent and planned way or be forced on us in a costly and painful way by circumstances? Look around, the future is now.

This title features: • Closed Captioned for the Hearing Impaired **CC** • Spanish Subtitled • Shot in High Definition
• Series of Two 58 minute programs (116 minutes total) • \$79.99 • Copyright © 2006

NEW!

CORE GEOLOGY



"This excellent, fast-paced introduction to the highpoints of geology will be a very useful resource for earth science teachers" — School Library Journal

Throughout history the rise and fall of civilizations has been propelled by the abundance and scarcity of valued resources. At no time has this been truer than in the 21st century. Whether it is the search for oil or silicon to make microchips or uranium to run power plants, the search is directed by geologists. In Core Geology, the building blocks of this most contemporary science are laid out in a logical order, including the meaning of the fossil record.

1686 - The Geological Laws
1812 - Properties of Minerals
1830 - Geology Occurs by Natural Processes
1833 - The Three Types of Rocks

1837 - A Past Ice Age is Theorized
1907 - Radioactive Decay is Used to Date the Earth
1912 - Alfred Wegener Proposes Continental Drift Theory
1972 - Ancient Life and the Fossil Record

This title features:
• Closed Captioned for the Hearing Impaired **CC** • Spanish Subtitled • Graphics and Timeline • Educator's Guide with exemplary Lesson Plan • Blackline Master Quiz
• 30 minute program • \$49.99 • Copyright © 2007

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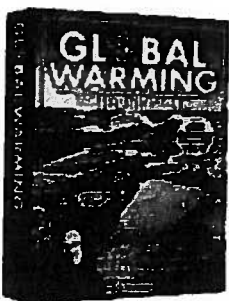
GLOBAL WARMING: THE RISING STORM

NAMED AS ONE OF THE "TOP 10 ENVIRONMENTAL DVDS" IN THE FEB. 15TH, 2008 ISSUE OF BOOKLIST!

As Seen
on Public
Television

"These programs will appeal to an audience that has some knowledge about global warming and the greenhouse gases caused by burning fossil fuels. The second disc will be most useful for classes familiar with basic scientific principles. DVD extras include a teacher's guide and research documents. For libraries with science and current events collections." — School Library Journal

"Present the science of global warming with this set of DVDs so you can effectively engage your students in an educated dialogue of the issue and discuss solutions. The presentations in *Global Warming: The Rising Storm* take students from New Mexico to the Caribbean as scientists discuss the evidence. Scientists from the USGS, NOAA and UCAR are among those interviewed. I would not want to teach global warming without this resource!"
— National Science Teachers Association



In the last half of the 20th century, scientists began understanding that industrialization and the effects of explosive population growth were affecting the fundamental structure and composition of earth's atmosphere. Man's ever-increasing thirst for energy, quenched by the burning of fossil fuels, has dramatically increased greenhouse gases in the lower atmosphere. We are now experiencing the first impact of these accumulating gases: a general warming of the planet. This 2-disc series examines and explains this phenomenon, and looks into the future where other, more deadly impacts are predicted to follow. In the first decade of the 21st century, we find ourselves at the precipice of a dangerous, rising storm.

Shot in High Definition, this series is presented and narrated by **Bradley Whitford**.


Program 1: WARNINGS FROM A WARMER PLANET

This program examines the scientific evidence that the burning of fossil fuels has had on our fragile planet. As the 20th Century entered its final decades, scientists began warning that the world's climate could shift as a result of 250 years of intense burning of fossil fuels such as coal and oil. Burning fossil fuels release greenhouse gases, particularly carbon dioxide, which builds up in the lower atmosphere.

Program 2: PREDICTIONS FOR A WARMER PLANET

With the 21st century still in its formative years, the world's leading climate, atmospheric and weather scientists take a hard look at the consequences of climate change. Using sophisticated computer models and real time data, they reveal their predictions for the warming Earth. Our unique planet faces a bleak and uncertain future. The burning of fossil fuels has placed the planet on the tipping point of global catastrophe.

This title features:

- Closed Captioned for the Hearing Impaired  • Spanish Subtitled • Graphics and Timeline • Educator's Guide • Shot In High Definition
- Series of Two 57 minute programs (114 minutes total) • \$79.99 • Copyright © 2007

LIFE AFTER OIL

THE SIX ALTERNATIVE ENERGIES THAT WILL FREE US FROM DEPENDENCE ON FOREIGN OIL.

NEW!

"This classroom friendly program introduces the smorgasbord of solutions that are available and the need for creative, knowledgeable scientists...An excellent springboard for student research." — School Library Journal



The challenge for our future is to make use of alternative sources of energy to replace our dependence on fossil fuels: oil and coal. Right now, such sources are right before us. All we need to do is to scale up what already exists in the laboratory. This program shows how we can do this through technological innovation and will power.

- Wind Power
- Hydrogen Fuel
- Biomass
- Fuel Cells
- Ethanol
- Solar

This title features:

- Closed Captioned for the Hearing Impaired  • Spanish Subtitled
- Printable Graphics
- Educator's Guide with Lesson Plan
- Shot In High Definition
- 30 minute program • \$49.99 • Copyright © 2007

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As Seen on The Discovery Channel

MIRACLE PLANET

NAMED AS ONE OF THE "TOP 10 ENVIRONMENTAL DVDS" IN THE FEBRUARY 15, 2008 ISSUE OF BOOKLIST!



"The beautiful high-definition filmed Miracle Planet-ably narrated by Christopher Plummer-traces the Earth's evolution over 4.5 billion years, from its birth as a planet (about one-tenth its present size) to the emergence of Homo sapiens roughly 200,000 years ago...the four-hour-plus series combines on-location footage shot around the globe, eye-popping computer animation, and field interviews with scientists and scholars... as it explores a variety of theories that try to account for various geological finds. Some interesting things learned along the way: actual life on Earth might have begun as far back as four billion years ago; the Earth was struck by a giant meteor long before the dinosaur age that wiped out all but the most subterranean life... our planet is believed to have been a giant snowball (not once, but twice); ancient trees most likely played a large role in mammalian development and survival; and fire may have been used by simian-like creatures one million years ago. What's most impressive here, however, are not the individual speculations (which are admittedly fascinating), but the series' success in integrating such a wide range of disparate ideas into an absolutely compelling prehistoric narrative, one that sheds considerable light on the extraordinary inner workings of our amazingly resilient miracle planet. Highly recommended." — 3 ½ Stars-Video Librarian

Miracle Planet is a five-part series that recounts the profound and gripping story of Earth's mysterious evolution. Narrated by **Christopher Plummer**, it reveals the surprising role that sheer chance has played in the development of life. **Filmed in High Definition**, this series features location footage, interviews with the world's foremost scientists and cutting-edge computer technology.

Episode 1: THE VIOLENT PAST

The planet Earth was born out of chaos and disaster - and completely by chance. Episode 1 of Miracle Planet transports us to this breathtaking genesis, The Violent Past that created the fragile conditions for life itself. Featuring astounding high-definition visuals and interviews with pre-eminent scientists in the field, The Violent Past reveals the startling earliest history of life on Earth - its microscopic manifestations and the unimaginable challenges to its survival.

Episode 2: SNOWBALL EARTH

The last ice age ended only a few thousand years ago, but there were earlier periods when the entire world was frozen, periods now known as Snowball Earth. Episode 2 of Miracle Planet takes us back more than two billion years, to this first ice age that gripped the Earth for what scientists believe was millions of years. Snowball Earth reveals the startling secrets of how life survived this devastating cold and how this extreme climate shift forever changed the development of life on Earth.

Episode 3: NEW FRONTIERS

For billions of years, life existed only in the Earth's oceans. But about 350 million years ago, some of those earliest life forms began to explore New Frontiers on land. They could breathe oxygen from the air and were able to support their weight on land. And over the next hundred million years, these life forms would spread across the globe. Episode 3 of Miracle Planet recreates the remarkable adaptation of these animals that first came ashore and reveals the fascinating theories of how and why they did.

Episode 4: EXTINCTION & REBIRTH

There was a moment in Earth's history, about 250 million years ago, when all life nearly disappeared from the planet. Scientists now believe the cause was an eruption of the Earth's molten core that triggered global climate change. The resulting drop in oxygen levels allowed dinosaurs to rise to supremacy because of their respiratory systems. But in the Earth's continuing cycle of Extinction and Rebirth, they too would suffer a catastrophic end some 150 million years later.

Episode 4 of Miracle Planet follows these gargantuan creatures through life and death and chronicles the early rise of the mammal as the dominant creature on the planet.

Episode 5: SURVIVAL OF THE FITTEST

The human race is here today because of its ability to adapt. Our ancestors, the earliest mammals, survived low oxygen levels. Later primates developed sharp eyesight and hands that could clasp for nocturnal life in trees. And about six million years ago, fossil evidence in Africa tells us, some primates may have begun to walk upright, perhaps because they were forced out of the trees and into grasslands. Living on Earth truly was Survival of the Fittest.

Episode 5 of Miracle Planet walks us down the incredible evolutionary pathway that has brought humans to their dominant position on the planet and openly questions our role in the future development of life on earth.


This title features: • English Subtitles for the Hearing Impaired • Educator's Guide • Filmed in High Definition
• Series of Five 50 minute programs on 5 DVDs (248 minutes total) • \$129.99 • Copyright © 2006

Phone: 1-800-526-4663

ADAPTATION: THE ECONOMICS OF CLIMATE CHANGE


 NEW!


Severe weather ... fires ... water shortages ... heat waves ... rising sea levels ... destruction of ecosystems ... and new agricultural patterns - all impacts from climate change. Each state and region will have to deal economically with these impacts as the 21st century progresses. This program presents the principles of this newly emerging science ... the science of the economics of climate change.

This title features: • Closed Captioned for the Hearing Impaired  • Spanish Subtitled
• Educator's Guide
• 30 minute program • \$49.99 • Copyright © 2008

GLACIERS


 NEW!

The most powerful geologic force on the planet - glaciers. Glaciers can dominate an entire continent ... Can reshape a continent's surface features in the blink of a geologic eye ... All the spectacular mountain peaks that inspire us have been shaped by glaciers. This program features interviews with leading glacier experts from around the country.

Introduction - Places glaciers among the Earth's geological forces


Glaciers Past and Present - Distribution and makeup of glaciers today and past Ice Ages

Glacier Dynamics - Describes how glaciers grow and shrink

Mountain Glacier Formations - Includes such striking features as cirques and hanging lakes

Continental Glacier Formations - Includes moraines, drumlins and striations

Glaciers and Climate Change - Shows how glaciers are the most important geologic factor in climate change

This title features: • Closed Captioned for the Hearing Impaired  • Spanish Subtitled
• Educator's Guide • Blackline Master Quiz • Printable Graphics • Maps
• 30 minute program • \$49.99 • Copyright © 2008



 NEW!

GLACIERS AND ICE CAPS: THE MELTING

The change from a solid state, snow and ice, to a liquid state, water, makes the Arctic sensitive to climate change and introduces many dangerous positive feedback loops that can drive sudden detrimental climate shifts...Detrimental climate shifts that can affect the whole planet and human civilization.

Introduction - Experts describe the dangerous impacts of global warming on the cryosphere, world of ice


The Arctic and Antarctica - Presents the locations of the world's great ice sheets and polar caps

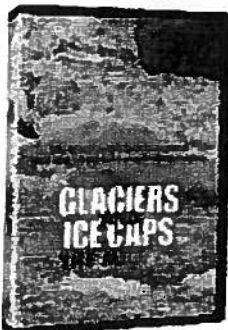
The Warming of The Arctic - Tells why the Arctic is especially sensitive to global warming

The Melting Ice Caps - The shrinking of the ice caps speeds up global warming

Thawing of The Permafrost - The melting of permafrost puts additional carbon dioxide into the atmosphere, further accelerating global warming

Melting of Glaciers and Ice Sheets - Predicts how the melting of glaciers will raise sea levels dramatically by 2050

This title features: • Closed Captioned for the Hearing Impaired  • Spanish Subtitled
• Educator's Guide • Blackline Master Quiz • Printable Graphics • Maps
• 30 minute program • \$49.99 • Copyright © 2008



NEW!

MYSTERIOUS HUMAN HEART

THE NEW PUBLIC TELEVISION SERIES FROM FILMMAKER DAVID GRUBIN EXPLORES THE BODY'S PERPETUAL MOTION MACHINE AND HOW WE COPE WITH CORONARY DISEASES.



"An excellent choice for all libraries." — School Library Journal

"Filmed in high-definition and originally broadcast on PBS, filmmaker David Grubin's informative three-part series combines interviews with medical experts and surgeons, vivid computer-generated images of the heart's structure and function, and real-life stories of everyday people facing the challenges of life-threatening heart conditions. "Endlessly Beating" looks at the heart as a muscular pump -- beating more than 100,000 times a day, and remaining remarkably efficient under nominal conditions. But when the heart fails (as it does in three case studies examined here), artificial hearts or heart transplants are required, both of which are explored in detail. "The Spark of Life" focuses on the electrical mechanisms that keep the heart beating, detailing what occurs when the heart's normal rhythms are disrupted or shutdown. A wide range of treatments are profiled (with particular emphasis on portable and implantable defibrillators), as patients from New York to Brazil find their lives extended thanks to advancing technology. "The Silent Killer" zeroes in on atherosclerosis, the silent blockage of coronary arteries that is the leading cause of

cardiac arrest, looking at risk factors (and prevention) and the prospects for long-term survival of those with heart disease. A valuable primer on an important subject, this is highly recommended." — Video Librarian March/April 2008

The heart is the engine of human life. Beating almost 100,000 times a day, more than 36 million times each year, it endures abuse and trauma with extraordinary resilience. Yet, as more nations become prosperous and lifestyles change, heart disease has become the world's number one killer of men and women alike. In America alone, approximately 3,000 people each day die from cardiovascular disease.

Each of the three programs that make up THE MYSTERIOUS HUMAN HEART focuses on a different aspect of what we thought we knew, what we know now, and what we're on the verge of learning about the heart. This material is presented through the real-life dramas of people who suddenly learn that a normal, functioning heart is not something that can be taken for granted.

Episode 1: ENDLESSLY BEATING

Endlessly Beating examines the heart as a muscle - pumping more than 100,000 times a day, pushing approximately five quarts of blood on an endless path that deliver oxygen to every cell in the human body. This hour tells the story of the normal heart through the histories of three people with end-stage heart failure, where a pump may be a temporary remedy, but in the long term, a transplant is often a necessity.

Episode 2: THE SPARK OF LIFE

The Spark of Life looks at the physiological electrical mechanisms that keep a heart beating regularly and efficiently - and what happens when this most essential rhythm of life goes awry. The program takes viewers from New York to Brazil, and into the lives of patients who suffer similar symptoms that actually signal different disorders. The range of treatment options - if not cures - is startling.

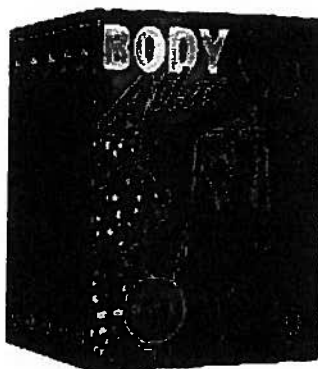
Episode 3: THE SILENT KILLER

The Silent Killer focuses on atherosclerosis, the silent blockage of the coronary arteries, which can trigger devastating and sometimes fatal heart attacks. The key is to recognize the risk factors that feed the disease and control them before it's too late. This program follows patients through potentially lifesaving interventions, but ultimately, focuses on the challenges of living with and preventing a disease for which there is no cure.

This title features: • Closed Captioned for the Hearing Impaired  • Spanish Subtitled • **Filmed in High Definition** • 5.1 Surround Sound
• Series of Three 60-minute programs on 3 DVDs (180 minutes total) • \$49.99 • Copyright © 2007

Phone: 1-800-526-4663

BODY ATLAS



"Miniature, internal cameras, X-Ray and heat-sensitive images reveal the complexities of the human body in this 13-part series." — Booklist

Venture inside the human body for an up-close, unprecedented look at the miniature miracles that occur everyday under our skin.

Thirteen episodes of cutting-edge computer graphics and groundbreaking film techniques reveal the secret inner-workings of the body - from our perfectly assembled skeletons to the mystery behind the hiccup reflex - while transparent models of a man and woman map the complex geography of blood vessels, muscles and tissue that entwine us all. But more than just a course in medicine, each program matches the interior processes to the practical ways they affect our everyday lives - demonstrating that what matters most is on the inside.

IN THE WOMB

While the average human life stretches 70 years, no time is more important than the first nine months. Follow the growth of a single fertilized cell - invisible to the unaided eye - as it matures into its embryonic stage, through its gestation and eventually to its amazing birth as a new and unique human being.

GLANDS AND HORMONES

Made by half a dozen glands scattered throughout the body, Hormones provide the unseen balance within our bodies that keep our systems in harmony.

MUSCLE AND BONE

The human body is the most miraculous machine, containing over 200 moving parts - our bones - operated by more than 600 motors, the muscles.

BREATH OF LIFE

Most organisms can go without food and water for days, but can't subsist without oxygen for more than a few minutes. See how vital oxygen is absorbed from the air and transferred to the blood in the lungs' huge air/blood interface. Amazing in-the-body footage shows how red blood cells carry oxygen, where the oxygen goes and how it is used.

SKIN

It's the body's largest organ - the average adult's skin weighs about seven pounds - and yet we shed it every month. Learn how your skin contributes to hair growth and the production of finger and toenails. Go inside the body to see the journey of a sweat droplet - from its birth in the sweat glands to its departure via one of the trillions of pores on your skin.

THE FOOD MACHINE

Take a trip through the alimentary canal to see what happens to the food we eat. Start in the mouth, where powerful teeth initiate the digestive process. Then, hitch a ride on the saliva train for a journey through the esophagus. Dodge deadly acid attacks in the stomach, breakdowns in the small intestine and eliminated as solid waste.

TASTE AND SMELL

Taste buds in the tongue can distinguish four different tastes. Nerve cells in the nose can distinguish literally thousands of different smells.

VISUAL REALITY

The human eye can outperform the best cameras, yet can easily be fooled by a simple optical illusion. Become familiar with the different parts of our incredible cameras - the cornea, iris and lens - and find out how we process images using rods and cones to distinguish contrast and color.

DEFEND AND REPAIR

Learn all about the body's immune system and go face-to-face with mankind's greatest enemy - germs. Each of us has more than two pounds of bacteria in our intestines, but how exactly do these creepy critters cause disease? See first-hand how the body heals torn skin, mends broken bones and fights infection.

SEX

Witness the miracle of life - on a microscopic level. Amazing footage shows how the ovaries produce eggs and how sperm is created. After the egg is fertilized, track the growth of an actual fetus in the womb - from the development of its tiny organs to its eventual, miraculous birth.

THE HUMAN PUMP

Over a lifetime, the human heart will beat two-and-a-half billion times and pump some 50 million gallons of blood. With the help of arteries, capillaries and veins, it delivers blood to all corners of the body. Learn what blood pressure reveals and why blood is truly thicker than water. And discover how blood clots - or, in the case of hemophiliacs, how it doesn't.

NOW HEAR THIS

The ear is the only sense organ that does two completely unrelated jobs: it allows us to hear and keeps us on sound footing. Go from the eardrum and cochlea - the auditory heart of the ear - to the semi-circular canals that control balance. And, learn why your hearing and musical pitch might be better than your neighbor's - and how you can tell.

THE BRAIN

It only weighs three pounds, but it's more powerful than any computer on earth. Discover how our nerves relay messages around the body and how reflexes originate in the lower brain. Visit the location centers for sight, hearing and speech, and see how functions like memory are distributed throughout the brain.

This title features: • English Subtitles for the Hearing Impaired • Educator's Guide Available
• Series of Thirteen 25 minute programs on 5 DVDs (325 minutes total) • \$149.99 • Copyright © 1994 / 2002 DVD release

Preview Video Clips Online at: www.ambrosevideo.com

Sample: AMBROSE VIDEO 2.0

The screenshot displays the Ambrose Video 2.0 website interface. At the top, there is a search bar and navigation tabs for Home, Corporate/Institution, Sales, Contact Us, FAQ, and Support. The main heading is 'A History of Black Achievement in America'. Below this, there is a brief description and a list of programs with their respective streaming/download prices.

Programs & Individual Clips	Streaming/Download Price (per Institution)
1863-1901 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
1901-1909 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
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1917-1925 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
1925-1933 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
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1965-1973 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
1973-1981 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
1981-1989 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
1989-1997 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
1997-2005 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
2005-2013 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99
2013-2021 Black's Struggle for Freedom	1 Year Flash Streaming \$5.99

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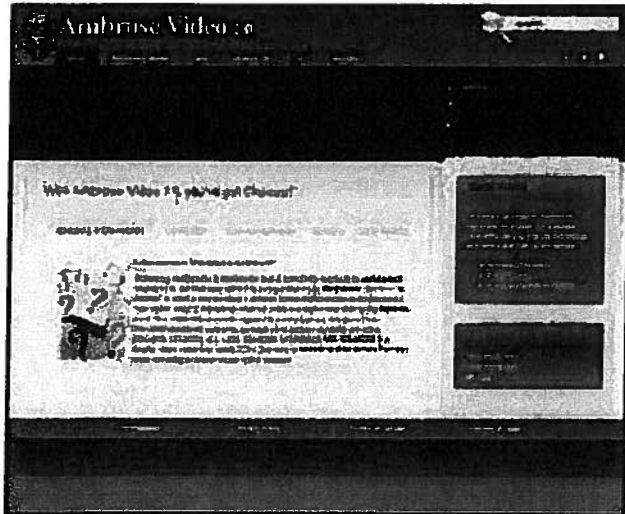
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AMBROSE VIDEO 2.0



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Educator's Guides, historical documents, maps, tests, photo galleries and other useful support resource links are available for each program.

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Closed Captioning is available on all product released in the last five years, a vast majority of our catalog. Captioning available on Flash H.264 streaming files and Quicktime download files.

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THE ASCENT OF MAN



"...this 13-title series withstands the test of time and is an excellent resource for high-school and college students." — Booklist

The New York Times called it, "quite simply, a milestone in programming." Now, watch **Dr. Jacob Bronowski** as he has never been seen before. New video masters have given us the ability to digitally re-master this classic series enabling you to give your students a 21st century viewing experience.

An American Film Festival Award winner, this 13 volume series attempts a massive survey of science, from flint tools to the theory of relativity. **Dr. Jacob Bronowski** makes for an unorthodox narrator, his non-scripted delivery ranging from hushed awe to trembling passion. He uses the crawling infant, the performing athlete, the development of the hunt and the discovery of fire to illustrate the most distinctive feature of man: Imagination.

Volume 1: LOWER THAN ANGELS

A multitude of evolutionary changes - anatomical and intellectual - gives rise to man's superiority among the animals. New computer techniques illustrate humanity's evolution, while x-ray and slow motion photography of an Olympic athlete in action show the complex interweaving of mind and body.

Volume 2: HARVEST OF THE SEASONS

Man domesticates plant and animal life. With the Neolithic cultivators come the nomads and the roots of warfare. Cameras capture the unique lifestyle of the Bakhtiari tribe of central Iran and there recreate the war games of Genghis Khan.

Volume 3: GRAIN IN THE STONE

Man splits a stone and reassembles the pieces to build a wall, a cathedral, a city. From the Greek temples of Paestum and the cathedrals of medieval France to modern Los Angeles, this film expresses humanity's faith and fancy as architect and builder.

Volume 4: THE HIDDEN STRUCTURE

The Shang bronze craftsmen of China and the Samurai swordsmith of Japan are the starting point for this journey, which leads from the beginnings of chemistry to Dalton's atomic theory and our knowledge of the elements

Volume 5: MUSIC OF THE SPHERES

Traces the evolution of mathematics and explores the relationship of numbers to musical harmony, early astronomy and perspective in painting. It follows the spread of Greek ideas through the courts and bazaars of the Islamic Empire to Moorish Spain and Renaissance Europe.

Volume 6: STARRY MESSENGER

Here is the story of early attempts to map the forces that move the planets. Dr. Bronowski traces the origins of the scientific revolution through the conflict between fact and religious dogma, culminating in the trial of Galileo.

Volume 7: MAJESTIC CLOCKWORK

In the evolution of physics, the contributions of Newton and Einstein occupy center stage. This film explores the revolution that ensued when Einstein's theory of relativity upset Newton's elegant description of the universe.

Volume 8: DRIVE FOR POWER

Industrial and political revolutions altered concepts of power during the 18th century. Dr. Bronowski shows why these developments were as significant as the Renaissance in our progress.

Volume 9: LADDER OF CREATION

Journeys from the valleys and waterfalls of Wales to the jungles of the Amazon to explore the controversy swirling around a startling new theory of evolution developed simultaneously by Alfred Wallace and Charles Darwin.

Volume 10: WORLD WITHIN WORLD

Commencing with a visit to an ancient Polish salt mine, Dr. Bronowski looks at the world inside the atom, tracing the history of ideas that have made 20th century physics "the greatest achievement of the human imagination."

Volume 11: KNOWLEDGE OR CERTAINTY

Dr. Bronowski offers his personal view of the moral dilemma that confronts today's scientists, contrasting humanist traditions with the inhumanities of the Nazis, the harnessing of nuclear energy with the development of the atomic bomb.

Volume 12: GENERATION UPON GENERATION

Examines the complex code of human inheritance - from the experiments of pioneer geneticist Gregor Mendel to the discoveries of today's sophisticated laboratories.

Volume 13: LONG CHILDHOOD

In this closing film, Dr. Bronowski draws together the many threads of the series as he takes stock of humanity's complex and sometimes precarious ascent.

This title features:

- English Subtitles for the Hearing Impaired
- Convenient Menus
- Digitally Remastered
- Series of Thirteen 52 minute programs on 5 DVDs (676 minutes total)
- \$149.99 • Digitally Remastered Copyright © 2006 DVD

CONNECTIONS 1

As Seen
on Public
Television

"This is another superb example of the genius of James Burke, whose Connections Series has rightly garnered all sorts of awards. This journey will introduce the student to the famous as well as the obscure. This film is a wonderful intellectual romp." — The American Film and Video Review

The original and still most requested science series in our collection. Produced in 1978, the series has been digitally re-mastered onto DVD to upgrade the viewing experience. **James Burke** begins his tracking of 12,000 years of science history in this ten part series. Winner of the Red Ribbon in the American Film Festival, the scope of the series covers 19 countries and 150 locations, requiring over 14 months of filming.

As the Sherlock Holmes of science, Burke tracks the clues that lead us to eight great life changing inventions. Burke postulates that such changes occur in response to factor he calls "triggers," some of them seemingly unrelated.



This title features: • Closed Captioned for the Hearing Impaired • Convenient Menus
• Series of Ten 50 minute programs on 5 DVDs (500 minutes total) • \$149.99 • Digitally Remastered Copyright © 2007

CONNECTIONS 2

As
Seen on The
Learning
Channel



"This thought-provoking series will be an asset to science and philosophy classes and collections."

— Booklist

"In one half-hour! Your head spins, but it's the same as splendid champagne. TV is rarely this tasty or this smart, and hardly ever both in such a whiz-bang package." — New York Newsday

The favorite of students and educators everywhere, James Burke the "scientific detective" is back tracking the fascinating links between technological invention, social history, economics, and, well, everything.

This title features: • English Subtitles for the Hearing Impaired • Educator's Guide Available
• Series of Twenty 30 minute programs on 5 DVDs (600 minutes total) • \$149.99
• Copyright © 1995 / 2003 DVD release

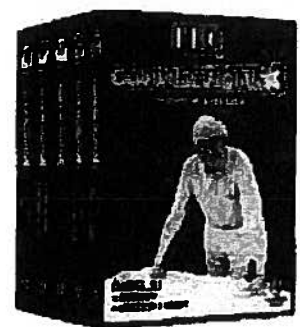
CONNECTIONS 3

As
Seen on The
Learning
Channel

"It's history, it's science, it's art and it's fun! Author James Burke here presents the third of this splendid Connections series which show how seemingly unrelated events can have enormous (or at least interesting) impacts on humanity. The pace is quick, the script is witty, and the locations are gorgeous. Plus it's a good way for teachers to demonstrate higher-order thinking skills. Highly recommended..." — Video Librarian (3 1/2 stars)

Host James Burke continues to delight viewers as he explores the effects and origins of inventions and events that shape the modern world.

This title features: • English Subtitles for the Hearing Impaired • Educator's Guide Available
• Series of Ten 60 minute programs on 5 DVDs (600 minutes total) • \$149.99
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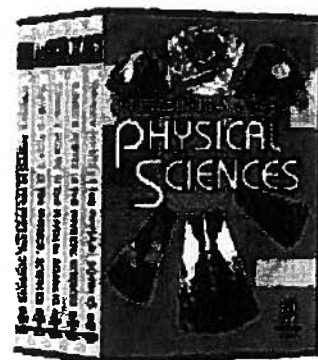
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TURNING POINTS IN THE PHYSICAL SCIENCES

"This set traces the evolution of physical science from the year 130-2004...Visuals include drawings, paintings, and artifacts. Intended as a survey of the physical sciences, the segments are necessarily brief; however, they offer enough information so that students can easily grasp the relationship and role of the scientists and discoveries. Chapter headings allow viewers to zero in on desired topics and time frames. DVD extras include teachers' guide, maps and tests. Suggested to supplement the science curriculum."

—Booklist



What started as a kernel of knowledge about the movement of the heavenly bodies has expanded to include the atomic building blocks of all chemistry; geology's understanding of earth's long history and the forces that have shaped our planet's features; astronomy's picture of an ever expanding universe populated by billions of galaxies; and physics has given us the technological world of cars, planes, television, computers, cell phones, and the electrification of the planet.

TURNING POINTS IN THE PHYSICAL SCIENCES takes you on an exciting journey of discovery from ancient through classical science to the world of modern physics, relativity, chaos theory and quantum mechanics.

Program 1: 130 - 1819

- 130 - 1640** - Ptolemy to Galileo
- 1688 - 1796** - Newton to Nebular Theory of the Solar System
- 1800** - Electrolysis Reveals New Properties of Electricity
- 1808** - Atomic Theory of Matter Is Announced
- 1814** - Light Reveals Spectral Lines

Program 2: 1820 - 1845

- 1820** - Electromagnetism is Discovered
- 1824** - Carnot Expresses First Law of Thermodynamics
- 1830** - Charles Lyell Publishes *"The Principles of Geology"*
- 1831** - Faraday Produces Electricity from Magnetism
- 1837** - A Past Ice Age is Theorized by Agassiz
- 1842** - Doppler Effect

Program 3: 1846 - 1902

- 1846** - The Planet Neptune is Discovered
- 1864** - Maxwell's Equations Unify Electricity and Magnetism
- 1869** - The First Periodic Table
- 1895 - 1896** - X-Rays and Radioactivity are Discovered
- 1897** - First Subatomic Particle Found: The Electron
- 1900** - Principle of Quantum Physics Established by Max Planck

Program 4: 1903 - 1928

- 1903** - Chaos Theory
- 1905** - Einstein's Theories of Special and General Relativity
- 1907** - B.B. Boltwood Proposes Radioactive Decay be Used to Date the Earth
- 1912** - Alfred Wegener Proposes Continental Drift Theory
- 1925** - Wave-Particle Duality and The Uncertainty Principle

Program 5: 1929 - 2004

- 1929** - Edwin Hubble Initiates the Idea of an Expanding Universe
- 1942** - Manhattan Project Creates First Self-sustaining Chain Reaction
- 1963** - Maarten Schmidt Discovers Quasars
- 1964** - Murray Gell-Mann Postulates the Existence of Quarks
- 1967** - White Dwarfs, Neutron Stars, Pulsars and Black Holes
- 1990** - The Great Attractor and Dark Matter
- 2004** - Organic Material Found on Extrasolar Planet



This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Science Illustrations, Graphics & Models • Educator's Guide • Tests • High Definition Enhanced

• Series of Five 27 minute programs on 5 DVDs (135 minutes total) • \$129.99 • Copyright © 2005

PALEOWORLD

As
Seen on The
Learning
Channel

"This high-quality tape will have strong appeal for school systems and the short format makes it easy for teachers to integrate into a classroom session...Highly recommended."

— Video Librarian (VHS review)

Paleontology fascinates students of all ages. This series presents an in-depth look at what is known, and how we know it. Each program reveals a bit more about what has been learned to fill in a fossil record that is still far from complete, using recent discoveries, new techniques and computer animation to enlighten your student's fascination.

A complete study of the world of the Paleontologist, this series of 15 programs reviews the latest discoveries and explores what they mean. Go to the digs and the labs to visit the world as it once was.



MISSING LINKS

This program explores how we survived, the gaps in our knowledge, and our evolution.

APE MAN

New discoveries are revealing the story of how we evolved into apes that walked.

MAMMOTH

They lived 11,000 years ago. The mammoth site in South Dakota provides clues on why they disappeared.

EARTHSHAKERS

The biggest creatures to ever walk the earth. How did they survive for millions of years?

EARLY BIRDS

The search for exactly how and when birds began to fly.

DINOS IN THE AIR

Are birds dinosaurs or do they have an ancestry of their own?

FLESH ON THE BONE

Join the paleontologist as he reconstructs his find.

TRAIL OF THE NEANDERTHAL

Does Neanderthal man live on in our genetic mix or was he an evolutionary dead end?

DINO DOCTORS

High-tech medical equipment is now letting us see inside the head of a T.Rex and into the unhatched embryos of dinosaur eggs.

THE LEGENDRY T. REX

Tyrannosaurus was heavily built. Its powerful neck supported a massive head, which harbored knifelike teeth. Was he a fierce hunter or a lowly scavenger?

RISE OF THE PREDATORS

The race between predator and prey brought about some of the most remarkable killing machines.

CARNOSAURS: GIANT PREDATORS

This episode chronicles the history of carnososaurs, large flesh-eating, lizard-hipped dinosaurs.

FLIGHT OF THE PTEROSAURS

Paleontologists are now discovering and recreating the mechanisms by which dinosaurs adapted to flight.

HORNS AND HERDS

Of all the dinosaurs, the Ceratopsian is the best known.

AMBER HUNTERS

Paleontologists are turning to tree resin, a superb record of life on earth millions of years ago.

This title features: • English Subtitles for the Hearing Impaired • Educator's Guide Available

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THE LIVING PLANET

"Dauntingly curious, infinitely knowledgeable, urbane and eloquent, Attenborough is here to help us make sense of it all...The Royal wedding is the only TV event in Britain to have had more viewers."

— New York Times

This BBC Science Classic from **David Attenborough** is the ultimate guided tour of planet earth. In twelve one-hour programs, you will experience the secrets of nature with some of the most spectacular sights and sounds ever captured on film.

- The Building of the Earth
- The Community of the Skies
- The Frozen Earth
- Sweet Fresh Water
- The Northern Forests
- The Margins of the Land
- Jungle
- Worlds Apart
- Seas of Grass
- Oceans
- The Baking Desert
- New Worlds

• Series of Twelve 60 minute programs on 5 DVDs (720 minutes total) • \$149.99 • DVD Release Copyright © 2001



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TRIUMPH OF THE NERDS

"Bob Cringley hosts this terrific three-part video history of the computer industry. More than a pedestrian history of the industry, this compelling program contains animated segments, promotional clips, archival footage, and intriguingly honest interview with wealthy industry nerds (Gates, Wozniak, Jobs, etc.). With computers such a pervasive presence in society, this fascinating set holds wide appeal even for computer illiterates." — Booklist

This captivating three part series on the history of the Personal Computer Revolution will provide a motivating vehicle for any computer class. Working from their garages, Bill Gates, Steve Jobs and Steve Wozniak changed the world we live in while amassing personal fortunes. These men and other key players in this revolution take the viewer through one of the most significant turning points in modern history, that has resulted in world-wide change in the way we live.

Program 1: IMPRESSING THEIR FRIENDS

Program 2: RIDING THE BEAR

Program 3: GREAT ARTISTS STEAL

This title features: • English Subtitles for the Hearing Impaired • Educator's Guide Available
• Series of Three 50 minute programs on 1 DVD (150 minutes total) • \$49.99 • Copyright © 1996 / 2003 DVD release



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CHILDHOOD

Whatever differences may exist among countries, cultures, generations and individuals, the remarkable journey from birth to adolescence is one all people share - often with astounding similarities. From first steps and first words to the transformations of puberty, it is a unique time of discovery and challenge. In seven one-hour programs, Childhood presents an insightful and richly textured examination of the various influences that shape us as individuals and as members of the families and societies in which we are raised.

GREAT EXPECTATIONS

One of the major themes of the Childhood series is introduced and explored - the mutual influence and importance of both "nature" and "nurture," the ongoing interaction of time, place and biology.

LOUDER THAN WORDS

An infant may not be able to speak, but research clearly shows that the roots of future personality are present from birth. But is biology destiny?

LOVE'S LABORS

An exploration of the fascinating period between six months and three years, when almost every day brings startling evidence of rapid maturation in brain and body.

IN THE LAND OF THE GIANTS

This program features three- to five-year-olds learning the social and psychological intricacies of family life.

LIFE'S LESSONS

Between the ages of five and seven, children enter a new and distinctive stage of development called middle childhood, marked by the phenomenon known as "the 5-7 shift".

AMONG EQUALS

This program explores the importance of peer relationships as a crucial component of development.

THE HOUSE OF TOMORROW

The CHILDHOOD journey concludes with a look at the many emotional and physical transformations that characterize puberty and adolescence.

This title features:
• Closed Captioned for the Hearing Impaired  • Convenient Menus
• Series of Seven 57 minute programs on 4 DVDs (399 minutes total)
• \$149.99 • DVD Release Copyright © 2006



A HISTORY OF AMERICAN INDIAN ACHIEVEMENT



Join **Tyler Christopher**, a 21st Century American Indian, as he brings a new vision to a remarkable journey. The journey is one that tells three stories: one of remarkable civilizations creating Architecture, Technology and Art that matched the greatest success of any ancient culture. The second story is one of survival..yes, overcoming attempts at extermination by the dominant culture. The final story is one of accomplishment..Tyler chronicles the survival of the American Indian in spite of oppressive wars and destruction that attempted, but did not succeed, in removing the American Indians from their culture and their future. These programs bring individual and little-known American Indian accomplishments to the viewer in this enlightening tribute to the American Indian.



Program 1: American Indians Populate the North American Continent

During the first ten thousand years of occupying North America, American Indians were the most accomplished Stone Age hunters, worked metal into tools and weapons, and created some of the world's greatest rock art.

- 12,000 BC** - American Indians Arrive in What Will Become the United States
- 10,000 BC** - Paleo Indians Become the Most Accomplished Stone Age Hunters
- 4000 BC** - Old Copper Culture Initiates Metallurgy in the United States
- 2000 BC** - Pecos Culture Produces Sacred Rock Paintings

Program 2: The Golden Age of Ancient American Indians

During the classic golden age of American Indians, they built some of the world's greatest cities and adopted agriculture and the bow and arrow.

- 1700 BC** - Poverty Point Culture Finds First American City
- 1400 BC** - American Indians Begin Shift to Agriculture
- 300 AD** - Archaic Upper Great Lakes Cultures Begin Building Effigy Mounds
- 800 AD** - Bow and Arrow Has Spread Across the Continental United States
- 1000 AD** - Mississippian Culture Establishes Cahokia As Their Capital

Program 3: The Great Transition

At the closing of the classic golden age of American Indians, the Anasazi built their spectacular cliff cities...The Iroquois League wrote a remarkable constitution that would serve as a model for the founding fathers. The transition coincided with the arrival of the Europeans. This included tribal interactions with the settlers at Jamestown and the Pilgrims at Plymouth Plantation.

- 1100** - Anasazi Build Cliff Cities at Mesa Verde
- 1142** - Iroquois League Creates a Constitution
- 1614** - Pocahontas Marries John Rolfe
- 1621** - Squanto and Massasoit Help Pilgrims Survive

Program 4: Resistance and Acceptance

In this program are the heroic stories of Indian tribes who attempted to protect their lands from European invasion...And stories of how other American Indians found ways to live in peace and preserve their culture.

- 1675** - Metacom Leads "King Philip's War"
- 1680** - Pope Drives Spanish from Santa Fe
- 1680** - Kateri Tekakwitha, Patroness of Ecology
- 1763** - Ottawa Chief Pontiac's War for Independence
- 1799** - Handsome Lake Finds Longhouse Religion
- 1805** - Sacagawee, Interpreter and Guide, Aids Lewis and Clark Western Expedition

Program 5: The New Indian Leaders

American Indian leaders with great vision make a valiant attempt to retain their culture and continue to live on their ancestral lands west of the Appalachians. Without these valiant efforts, it is doubtful the Indian nations east of the Mississippi River and along the west coast would have survived at all.

- 1811** - Chief Tecumseh Leads the Last Great American Indian Confederacy
- 1821** - Sequoyah Creates Cherokee System of Writing
- 1833** - Chief Black Hawk Writes His Autobiography
- 1835** - Osceola Resists Indian Removal Act
- 1850** - Chief Sealth Welcomes Settlers to the Pacific Northwest

Program 6: Plains Indians War

From 1853 to 1890, the Plains Indians horse culture engaged the United States military in its longest conflict.

- 1861** - Cochise, Undefeated Apache Warrior Hero
- 1864** - Ely Samuel Parker Becomes Adjutant to General Ulysses S. Grant
- 1868** - Red Cloud, the Sioux Renaissance Leader
- 1875** - Quanah Parker, Legendary Comanche Leader
- 1876** - Sitting Bull & Crazy Horse at the Battle of the Little Bighorn
- 1877** - Chief Joseph Leads Brilliant Nez Perce Retreat

Program 7: The Emergence of the American Indian Hero

The first half of the 20th-century was the worst of times for American Indians. They were a vanishing race. Then something remarkable happened: four American Indian women made their voices heard in the courts and the halls of political power, saving American Indians.


- 1883** - Sarah Winnemucca Publishes Her Autobiography
- 1900** - The La Flesche Family Starts to Preserve American Indian Cultures and Religions
- 1912** - Jim Thorpe Wins Olympic Gold Medals
- 1924** - Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians
- 1929** - Charles Curtis is Elected Vice President of the United States
- 1942** - American Indians Become Heroes in WWII

Program 8: American Indian Renaissance

With their survival assured, American Indians finally had the opportunity to fully express their creativity. This program presents extraordinary men and women and their achievements in every avenue of American life while remaining fully anchored in their traditional values.

- 1969** - N. Scott Momaday Wins Pulitzer Prize
- 1970** - John Echohawk Finds NARF
- 1973** - Second Battle of Wounded Knee
- 1977** - Velarde and Martinez Found the Modern American Indian Art Movement
- 1995** - Wilma Mankiller Becomes Principal Chief of the Cherokee Nation
- 2002** - Dr. Frank Dukepoo Joins Einstein on Ithaca's Science Center Wall of Inspiration
- 2007** - Jana Mashonee is Nominated for a Grammy

This title features:

- Closed Captioned for the Hearing Impaired  • Spanish Subtitled
- Printable Graphics • Timeline • Educator's Guide • Maps
- Gallery of Images • Blackline Master Quizzes
- Series of Eight 30 minute programs on 4 DVDs (240 minutes total)
- \$129.99 • Copyright © 2008

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NEW!

A HISTORY OF CHINESE ACHIEVEMENT IN AMERICA

From the earliest arrivals in the 1840s, Chinese Americans have been both welcomed and shunned . . . they found acceptance and faced discrimination. But Chinese Americans have risen above prejudice to reach levels of greatness in American science, education, business and the arts. This eight part series spans the 175 years of Chinese American achievement in U.S. History.



Program 1

- 450 AD** - Chinese Explorer Hwui Shan Visits the North American Continent 1000 Years Before Columbus
- 1848** - The California Gold Rush Brings 2 Million Chinese Immigrants to the United States
- 1852** - Chinese Begin their Long History in Hawaii
- 1854** - Yung Wing, Graduates Yale, Becomes the First Chinese to Graduate from a U.S. College

Program 2

- 1854** - Chinese Six Companies Represent All Chinese in the United States
- 1862** - Chinese Americans Distinguish Themselves in the American Civil War
- 1865** - Chinese Laborers Build the Transcontinental Railroad
- 1870** - Doc Hay Becomes First Chinese Doctor in Oregon
- 1882** - Congress Passes the Chinese Exclusion Act
- 1884** - Joseph and Mary Tape Successfully Challenge San Francisco Public Schools
- 1886** - Chinese Laundry Men in Yick Wo v. Hopkins

Program 3

- 1888** - Leu Gim Gong, the Father of the Florida Citrus Industry
- 1894** - Polly Bemis, Idaho Entrepreneur
- 1898** - First Chinese Newspaper, *Wah Mei Sun Po*, is Founded by Ng Poon Chew
- 1906** - California Earthquakes Opens Opportunities for Chinese to Immigrate to America
- 1910** - San Francisco's Angel Island Immigration Station is Opened
- 1911** - Chinese Revolutionary Sun Yat Sen Uplifts American Chinese in the United States
- 1921** - Anna May Wong, First Chinese American Female Hollywood Star

Program 4

- 1926** - You Chung Hong Leads the Fight for Chinese American Civil Rights
- 1935** - Eddy See Initiates Chinese American Artistic Movement
- 1935** - Katherine Sui Fun Cheung, Chinese American "Amelia Earhart"
- 1937** - Wah Ming Chang Joins the Disney Studios
- 1938** - Charlie Low's Forbidden City Nightclub Showcases Chinese American Performers
- 1942** - Chinese Americans Serve with Distinction and Honor in WWII
- 1943** - Magnuson Act Repeals the Chinese Exclusion Act of 1882.



Program 5

- 1946** - Wing F. Ong Becomes the First Chinese American Elected to a State House of Representatives
- 1952** - McCarran-Walter Act Sets the Foundation for Modern U.S. Immigration
- 1955** - James Wong Howe, Academy Awards for his Cinematography for *The Rose Tattoo* (1955) and *Hud* (1963)
- 1956** - Gordon P. Chung-Hoon Becomes the First Chinese American Admiral
- 1957** - Chen Ning Yang and Tsung-Dao Lee Win the Nobel Prize in Physics
- 1958** - C.Y. Lee's *Flower Drum Song* Opens as a Rogers and Hammerstein Musical on Broadway
- 1959** - Hiram Leong Fong, First Chinese American Elected to U.S. Senate

Program 6

- 1961** - I.M. Pei Designs Avant Garde NCAR Building in Boulder, Colorado
- 1962** - F. Chow Chan Found's First Chinese American Bank
- 1965** - President Lyndon Johnson Signs the Hart-Celler Act into Law Ending Chinese Immigration Quotas
- 1966** - March Fong Eu is the First Asian American Assembly Woman in California History
- 1971** - Bruce Lee Stars in *Fists of Fury*
- 1982** - Maya Ying Lin Designs the Vietnam War Memorial
- 1983** - Andrew Cherng and Peggy Cherng Found Panda Express

Program 7

- 1985** - Yo Yo Ma Wins First Grammy
- 1985** - Amy Tan Writes *The Joy Luck Club*
- 1989** - Michael Chang Becomes the Youngest Men's Winner of a Grand Slam Tennis Event
- 1991** - John Sie Found's Cable Powerhouse Starz Encore
- 1993** - Connie Chung is the First Asian American to Co-Anchor the *Nightly News*
- 1994** - Jerry Yang Co-Found's Yahoo

Program 8

- 1996** - Time Magazine's Man of the Year is AIDS Researcher David Ho
- 1996** - Michelle Kwan Wins World Ice Skating Championship
- 1997** - Gary Locke is First Chinese American Elected State Governor
- 1997** - Iris Chang Writes *The Rape of Nanking*
- 1997** - Maxine Hong Kingston Receives the National Humanities Medal from President Bill Clinton
- 2005** - Director Ang Lee Wins Academy Award for *Brokeback Mountain*

This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Educator's Guide • Blackline Master Quizzes • Timeline • Series of Eight 30 minute programs on 4 DVDs (240 minutes total) • Series price \$129.99 • Copyright © 2008

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As Seen
on Public
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A HISTORY OF HISPANIC ACHIEVEMENT IN AMERICA

"Episodes can be viewed either as documentaries or as individual segments, which will give teachers flexibility in their use. A good choice for middle- and secondary-school collections" — School Library Journal

"This eight-part series...provides a sweeping look at the role and contributions of Hispanics in American history...Suggested for school and public libraries looking for Hispanic history material." — Booklist

The contributions of Hispanics to the development and success of America are woven into many segments of the nation's history. To envision America untouched by Hispanics is to imagine a country without much of its folklore and many of its achievements.

From the American Revolutionary War to the Persian Gulf War, Hispanic Americans have proudly served this country in the Armed Forces. And throughout U.S. history, Hispanics have contributed in building the West; in medicine and science; in entertainment, journalism, business, education, civil rights, politics, in sports and more.

Join **Patricia Lopez** as she takes you through history on this 500 year odyssey of Hispanic Achievement in American History.



Program 1: Spain Comes to the New World

- 1492** - Christopher Columbus Arrives in the New World
- 1513** - Ponce de Leon Discovers Florida
- 1514** - Bartolomé de las Casas Establishes Anti-Racism Policy in Spanish Colonies
- 1519** - Hernan Cortes Brings Horses from Spain to the Americas

Program 2: Spanish American Exploration and Colonization

- 1539** - Hernando De Soto Explores Southern U.S.
- 1540** - Francisco Vasques de Coronado Maps America's Southwest
- 1565** - Don Pedro Menendez de Aviles Finds Florida's St. Augustine
- 1608** - Juan De Onate Expedition Establishes Santa Fe, New Mexico
- 1711** - Gallegos Family, Pioneers of the Desert Southwest

Program 3: Spanish Americans Move Toward Independence

- 1720** - Father Antonio Margi de Jesus Helps Found San Antonio, Texas
- 1740** - Governor Manuel de Montiano Defends St. Augustine Against English Attack
- 1769** - Junipero Serra Finds a Mission in San Diego
- 1779** - Bernardo de Galvez Leads Spanish Forces Against Britain in America's Fight For Freedom
- 1810** - Spain's North American Colonists Begin Forging an American Hispanic Identity

Program 4: A New Hispanic Identity Emerges

- 1819** - Luis de Onis Prevents a War Between Spain and the United States
- 1821** - Don Facundo Melgares Inaugurates Trade on the Santa Fe Trail
- 1836** - José Antonio Navarro and Lorenzo de Zavala, Founding Fathers of the Texas Republic
- 1836** - Juan Seguin Stands with Americans at the Battle of the Alamo
- 1836** - Juana Briones Establishes San Francisco

Program 5: Hispanics Become United States Citizens

- 1848** - The Treaty Guadalupe Hidalgo Cedes Mexican Southwest to the United States
- 1853** - Joaquin Murieta Becomes the Inspiration for the *Cisco Kid* and *Zorro*
- 1855** - Francisco Ramirez Finds the First Spanish Language Newspaper in Los Angeles
- 1862** - Indian Fighter Rafael Chacon and Kit Carson Defeat the Navajo
- 1863** - Hispanics Distinguish Themselves in the American Civil War
- 1866** - David Farragut Becomes the First Admiral in the U.S. Navy
- 1866** - Mexican Vaqueros Begin the American Cowboy Tradition

Program 6: Hispanics Become an American Minority

- 1898** - Spanish American War
- 1905** - Noted Philosopher George Santayana Publishes *The Life of Reason*
- 1929** - United States Begins Its Mexican American Repatriation Campaign
- 1936** - Dennis Chavez is First Hispanic Elected to the U.S. Senate
- 1944** - Luis Walter Alvarez Helps Develop Atomic Bomb
- 1949** - Pancho Gonzales Becomes First Hispanic American Superstar

Program 7: Emergence of a Unique Hispanic Culture

- 1959** - Ritchie Valens Initiates Hispanic/Latin Renaissance in American Culture
- 1961** - Emilio Azcarraga Brings Hispanic Television to the United States
- 1963** - Poet William Carlos Williams Wins the Pulitzer Prize.
- 1963** - Joan Beez Sings at Civil Rights March on Washington D.C
- 1965** - Cesar Chavez Finds the United Farm Workers of America

Program 8: Era of the Hispanic American Hero Begins

- 1969** - Judy Baca Brings the Hispanic Muralist Movement to the United States
- 1973** - Roberto Clemente is the First Hispanic Elected into Baseball's Hall of Fame
- 1978** - Hispanic Golfer Nancy Lopez Wins Her First LPGA Championship
- 1980** - Walter Alvarez Proposes Dinosaur Extinction Caused by Asteroid Impact
- 1986** - Franklin Chang-Diaz Becomes the First Hispanic American in Space
- 1990** - Dr. Antonia Novello, First Hispanic Surgeon General
- 2001** - Linda Alvarado Wins Horatio Alger Award

This title features:

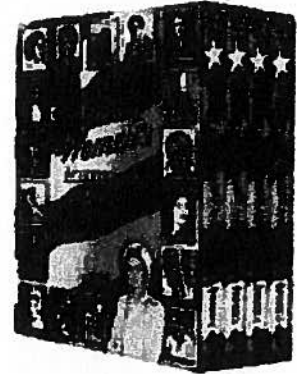
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A HISTORY OF WOMEN'S ACHIEVEMENT IN AMERICA

"The brief segments are perfect for classroom use to introduce the topic or inspire more in-depth research History and social studies teachers will find this a welcome addition to library collections." — School Library Journal

"Donna Mills hosts this eight-part series celebrating women's contribution to American history from the seventeenth century to present day...A wealth of well-chosen visuals including reenactment footage, original documents, paintings, motion picture clips, and dramatic portrayals help introduce these pioneering women, placing them within their historical time periods... Similar in format to *A History of Black Achievement in America* (2005), the programs' brief chapters and precise indexing are ideal for student accessibility. For both high school and public library collections." — Booklist

The unique and independent American woman: adventurer...pioneer...poet...mother...educator... artist...freedom fighter. A History of Women's Achievement in America examines the 400-year history of American women's inspiring accomplishments and victories. Destined to play an essential role in the shaping of the United States, American women forged an identity unlike any other in the world. This program is an effective means of promoting Women's studies and the ideal educational tool for National Women's History Month.



Program 1: The Making of a New World

- 1621 - Women Help Found the English Colonies
- 1650 - Anne Hutchinson and Anne Bradstreet Use New Found American Independence to Express Themselves
- 1773 - Phillis Wheatley Becomes America's First Black Poet
- 1776 - Abigail Adams and the Female Patriots
- 1805 - Sacagawea, Interpreter and Guide, Aids Lewis and Clark Expedition

Program 2: The Era of Women's Firsts

- 1836 - Hispanic-American Juana Briones Establishes San Francisco
- 1837 - Mary Lyon Found Mount Holyoke, the First Women's College
- 1846 - Susan Magoffin Travels the Santa Fe Trail
- 1847 - Maria Mitchell is the First Scientist to Discover a Comet Using a Telescope
- 1849 - Amelia Bloomer Publishes The Lily, the First National Magazine for Women
- 1851 - Sojourner Truth Addresses a Women's Rights Convention in Ohio

Program 3: Women Speak Out

- 1852 - Harriet Beecher Stowe Writes *Uncle Tom's Cabin*
- 1852 - Emily Dickinson Publishes First Poem
- 1856 - Harriet Tubman Becomes the Most Notorious Underground Railroad Conductor
- 1868 - Louisa May Alcott Writes *Little Women*
- 1872 - Susan B. Anthony Is Arrested for Voting
- 1881 - Clara Barton Found The American Red Cross
- 1885 - Annie Oakley, Calamity Jane, Belle Starr and the Women of the Wild, Wild West

Program 4: America Enters the World of Nations

- 1889 - Jane Addams Found Hull House in Chicago
- 1889 - Nellie Bly Goes Around the World in 72 Days
- 1891 - Mary Cassatt's First Solo Art Show in Paris
- 1893 - Ida B. Wells-Barnett Crusades Against Black Lynching in America
- 1904 - Gertrude Pridgett (Ma Rainey) Introduces the Blues
- 1905 - Isadora Duncan Opens First School of Modern Dance
- 1912 - Juliet Gordon Low Found the Girl Scouts of America

Program 5: Women Begin to Transform Themselves

- 1916 - Jeannette Rankin Becomes the First Woman Elected to the U.S. Congress
- 1920 - Edith Wharton Wins a Pulitzer Prize for *The Age of Innocence*
- 1920 - Women Gain the Right to Vote
- 1928 - Margaret Meade Publishes *Coming of Age in Samoa*
- 1929 - Georgia O'Keeffe Visits New Mexico for the First Time
- 1932 - Amelia Earhart Flies the Atlantic Ocean Solo
- 1935 - Mary McLeod Bethune Found the National Council of Negro Women

Program 6: America Becomes a Super Power

- 1936 - Eleanor Roosevelt Transforms the Role of First Lady
- 1942 - "Rosie the Riveter" Joins the War Effort
- 1950 - Babe Didrickson Named Woman Athlete of the Half Century
- 1950 - Gwendolyn Brooks Wins the Pulitzer Prize
- 1950 - Margaret Chase Smith Stands Up to Joseph McCarthy with *Declaration of Conscience* Speech
- 1955 - Rosa Parks Refuses to Give Up Her Seat on a Montgomery Bus to a White Passenger
- 1956 - Tennis-Pro Althea Gibson Becomes the First African American Woman to Win Grand Slam Tourney

Program 7: American Women Find Their Voice

- 1959 - Lorraine Hansbury's *Play Raisin in the Sun* is Produced
- 1963 - Betty Friedan Launches the New Women's Movement
- 1967 - Lynn Margulis Explains the Origin of Complex Biological Life
- 1969 - Joan Ganz Cooney Launches Sesame Street
- 1973 - Roe v. Wade Strikes Down Anti-Abortion Laws
- 1978 - Hispanic Golfer Nancy Lopez Wins Her First LPGA Championship
- 1981 - Women in the Legal System and Sandra Day O'Connor

Program 8: A New Age of Equality

- 1885 - Wilma Mankiller Becomes Principal Chief of the Cherokee Nation
- 1986 - Oprah Winfrey Initiates a New Era for Women in Television
- 1989 - Asian American Amy Tan Publishes *The Joy Luck Club*
- 1997 - Madeleine Albright Begins a New Era for Women in American Leadership
- 1998 - Pleasant Rowland Sells the American Girl Company
- 2001 - Linda Avarado Wins the Horatio Alger Award

This title features: ♦ English Subtitles for the Hearing Impaired ♦ Spanish Subtitled ♦ Educator's Guide Included
♦ Historical Documents ♦ Timeline ♦ Photo Gallery ♦ Convenient Menus ♦ High Definition Enhanced
♦ Series of Eight 27 minute programs on 4 DVDs (216 minutes total) ♦ Series price \$129.99 ♦ Copyright © 2006

A HISTORY OF BLACK ACHIEVEMENT IN AMERICA

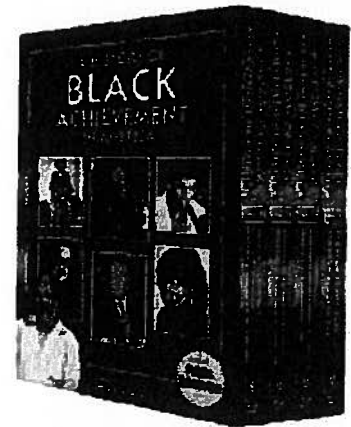
"4 STARS" — VIDEO LIBRARIAN

As Seen
on Public
Television

"Actor James Avery narrates and hosts this comprehensive eight-part survey of black Americans and their role in shaping U.S. history... Useful for both students and adults this well researched series fills an important gap in history texts and is a useful classroom..." — Booklist

"This series places black achievement into the larger context of American history, emphasizing that African Americans have made innumerable contributions to all aspects of our culture and heritage... The segment format gives teachers the flexibility to integrate this material into any existing American history curriculum, making this series a good choice for all middle and secondary level library collections." — School Library Journal

It is one of the least known stories in American history. It is the story of black achievement and accomplishment. Against all odds, American blacks have built their own institutions: families, schools, churches and businesses. Against all odds, American blacks have created great art and science.... and have fought heroically in every American war. Against all odds, black men and women have worked endlessly to secure their own freedom and equality. Join **James Avery** on this untold story of blacks in America, a 350-year saga of incredible achievements.



Program 1: Settling the New World and Founding the United States of America

- 1619 - 1621** - Blacks Arrive at Jamestown
- 1705** - The Virginia General Assembly Passes the Slave Codes
- 1762** - Entrepreneur Samuel Fraunces Opens New York City's Most Cherished Revolutionary War Site: The Fraunces Tavern
- 1770** - Crispus Attucks and the Black Patriots

Program 2: Emergence of the Black Hero

- 1772** - Chicago is Settled by Jean DuSable
- 1776** - Lemuel Haynes Helps Lay the Foundation for Abolition
- 1791** - The First Black Man of Science, Benjamin Banneker, Surveys Washington, D.C.
- 1821** - African Grove Theatre Founded in New York
- 1822** - Denmark Vesey and the Slave Revolts
- 1823** - Legendary Mountain Man James Beckwourth Enters the Rockies
- 1849** - Harriet Tubman Uses Underground Railroad to Become Free

Program 3: The Fight for Freedom

- 1851** - Sojourner Truth Delivers Famous "Ain't I a Woman?" Speech
- 1854** - First Black University Founded: Lincoln University
- 1855** - Frederick Douglass Publishes "My Bondage and My Freedom"
- 1857** - Dred Scott Decision Helps Trigger the Civil War
- 1863** - Lincoln Signs Emancipation Proclamation
- 1863** - Black Regiment Storms Fort Wagner in the Civil War
- 1865 - 1869** - 13th, 14th and 15th Amendments Establish Civil Rights for All

Program 4: Blacks Enter the Gilded Age

- 1875** - Robert Smalls, Former Slave, Elected to House
- 1878** - The Black Cowboy and George McJunkin
- 1881** - Booker T. Washington Opens Tuskegee Institute
- 1884** - T. Thomas Fortune Prophesies the Long and Bitter Struggle for Equality
- 1887** - Granville T. Woods, Called the "Black Edison," Patents the Induction Telegraph System
- 1893** - Ida B. Wells-Barnett Crusades Against Black Lynching in America
- 1896** - Plessy v. Ferguson Case Upholds Segregation

Program 5: The Foundation for Equality

- 1904** - Scott Joplin and Ma Rainey Initiate the Merger of Two Cultures
- 1909** - Matthew Henson Discovers the North Pole
- 1909** - W.E.B. Du Bois Founds the NAACP
- 1924** - George Washington Carver, Renaissance Man
- 1925** - Alain Locke Leads Harlem Renaissance
- 1926** - Satchel Paige Stars in the National Negro Baseball League

Program 6: Depression and War

- 1935** - Mary McLeod Bethune, American Woman of the 20th Century
- 1936 - 38** - Jesse Owens and Joe Louis debunk Hitler's Claim of Aryan superiority
- 1939** - Hattie McDaniel Wins the Oscar
- 1940** - First Black General, Benjamin O. Davis, Pioneers Desegregation of the U.S. Army
- 1943** - Duke Ellington's Band Performs "Black, Brown and Beige" at Carnegie Hall

Program 7: Civil Rights

- 1950** - Ralph Bunche Wins the Nobel Peace Prize
- 1950** - Gwendolyn Brooks Becomes the First Black Recipient of the Pulitzer Prize
- 1954** - Brown v. Board of Education of Topeka, Kansas
- 1955** - Rosa Parks Refuses to Give Up Her Seat to a White Passenger on a Montgomery Bus
- 1956** - Althea Gibson, First Black Woman To Win a Tennis Grand Slam Event
- 1959** - Lorraine Hansberry's Play "A Raisin in the Sun" is Produced
- 1963** - Martin Luther King Delivers His "I Have a Dream Speech"

Program 8: A New Age

- 1967** - Muhammed Ali Refuses Induction into the U.S. Army on Religious Grounds
- 1967** - Thurgood Marshall, First Black U.S. Supreme Court Justice
- 1977** - Alex Haley's "Roots: The Saga of An American Family" Appears on TV
- 2001** - Colin Powell Appointed Secretary of State
- 2004** - Neil deGrasse Tyson Becomes Astrophysics' Superstar

This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Educator's Guide • All pertinent Historical Documents of the period • Timeline • Photo Gallery • Tests • High Definition Enhanced

• Series of Eight 27 minute programs on 4 DVDs (216 minutes total) • Series price \$129.99 • Copyright © 2005

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SLAVERY AND THE MAKING OF AMERICA EMMY AWARD WINNER

"Slavery and the Making of America"...the most powerful and important television work on the subject since 'Roots'..." — 4 STARS, Daily News

"This four-part series, which aired on PBS earlier this year, belongs in every high school library in the country..." — School Library Journal

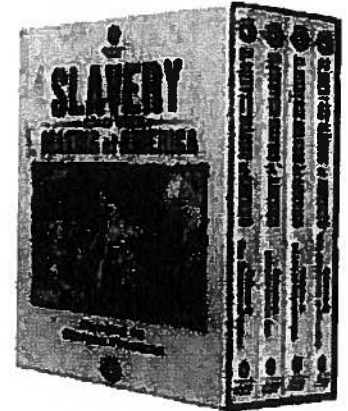
"...the series deftly balances strong personal stories with insights into the horrible symbiotic relationship between Northern growth and Southern slavery...this is recommended."
— Booklist

This four-part series focuses on the history of slavery in America. Through the stories of individuals—men, women and children—this series explores the tremendous impact that slavery had in virtually every aspect of the developing nation.

Acclaimed actor **Morgan Freeman** narrates the series, which features a score by **Michael Whalen**.

Program 1: The Downward Spiral
Program 2: Liberty in the Air

Program 3: Seeds of Destruction
Program 4: The Challenge of Freedom



This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled
• Series of Four 55 minute programs on 4 DVDs (220 minutes total) • Series price \$79.99 • Copyright © 2005



THE COMPLETE DVD HISTORY OF U.S. WARS: 1700-2004

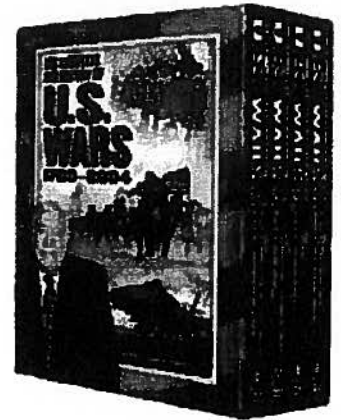
"this ambitious four-DVD set blends a variety of visuals, including animated maps, film clips, costumed reenactments, period paintings, and location shots, with straightforward narration to examine the origins and outcomes of each conflict...this is a useful classroom resource." — Booklist

"Well produced! Complete visual history of America at war! Good for general audiences and schools!" — Byron Knight, Director, Wisconsin Public Television, General Manager WHA-TV

From conflict with the Native American inhabitants to the police wars of the 21st century, war has always been part of the American experience. This eight part series watches a country born and nurtured in war, grow in strength and power until at the beginning of the 21st century it is the foremost military power in the world. **George Kennedy** hosts this 300-year saga of wars to establish and maintain the United States of America. Divided into 48 stand-alone episodes, chaptered for easy access, each war is examined with expert analysis and commentary.

Program 1: Wars for the Continent
Program 2: The Revolutionary War
Program 3: Manifest Destiny Wars
Program 4: The Civil War

Program 5: The Imperial Wars
Program 6: The Global Wars
Program 7: The Cold War
Program 8: The Police Wars



This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Downloadable Historical Overview of American Weapons from the Founding of Jamestown into the 21st Century
• Historical Documents • Timeline • Photo Gallery • Convenient Menus • High Definition Enhanced
• Series of Eight 28 minute programs on 4 DVDs (224 minutes total) • Series price \$79.99 • Copyright © 2004

CALIFORNIA

NEW!

California was colonized by the Spanish Empire in the late 18th century, and is now the most populous U.S. state. It is the third-largest US state by land area and is known for its varied climate and geography as well its diverse population. Maps lay out the geologic provinces and ecosystems. Tectonic issues are explored.

Program 1: GEOGRAPHY

This program studies California's geography, including its diverse land formations and ecosystems. Maps lay out the geologic provinces and ecosystems, and tectonic issues are explored.

Program 2: HISTORY

California's history is examined from paleo-cultures, to Spain's settlement, to the modern day economic powerhouse that California has become. Contemporary populations and social issues are analyzed.

Program 3: CLIMATE

In this program the focus is on California's fragile ecosystem and water supplies that are being challenged by climate change caused by global warming. The economic impact of the predicted climate changes on agricultural land use and energy supply are featured in this program.



This title features: • Closed Captioned for the Hearing Impaired (CC) • Spanish Subtitled • Educator's Guide
• Series of Three 30 minute programs on 3 DVDs (90 minutes total) • Series price \$99.99 • Individual programs \$49.99 • Copyright © 2008

PACIFIC NORTHWEST

NEW!

This series of three programs focuses on the geography, history and climate change of the Pacific Northwest (Washington, Oregon and Idaho).

Program 1: GEOGRAPHY

The geography of the Pacific Northwest, including its unique temperate rainforest is examined. Maps lay out this region's complicated ecology and landforms. The recent volcanic past is a main focus.

Program 2: HISTORY

Studied in this program is the Pacific Northwest's history from the earliest evidence of humans and coastal hunter gatherer societies, to logging and extraction industries and the home of corporate giants - Microsoft and Nike.

Program 3: CLIMATE

Climate change models predict that the greatest changes in climate will occur in the Pacific Northwest, impacting its timber and water resources. The underlying economic impacts of climate change and how it will affect this region are explored.



This title features: • Closed Captioned for the Hearing Impaired (CC) • Spanish Subtitled • Educator's Guide
• Series of Three 30 minute programs on 3 DVDs (90 minutes total) • Series price \$99.99 • Individual programs \$49.99 • Copyright © 2008



16TH AND 17TH CENTURY TURNING POINTS IN U.S. HISTORY

The *16th and 17th Century Turning Points in U.S. History* series chronicles decisive events - chaptered into individual segments - in the crucial colonial period that led to the founding of the United States of America. To the south, Spain occupied Florida and the desert southwest. In the north, France took hold along the Great Lakes and the Mississippi River. England established settlements along the eastern seaboard of the Atlantic. The lives of well-known explorers and settlers such as Ponce de Leon, John Smith, Pocahontas, Father Jacques Marquette and William Penn are examined. Students will also encounter lesser known individuals, such as Pedro Menendez, John Winthrop, Anne Hutchinson, Peter Stuyvesant, Metacom and Robert La Salle.



The 16th and 17th centuries were the formative 200 years leading to the creation of the United States of America. The period began with Spanish conquistadors exploring the southeastern United States and ended with 12 English colonies firmly in place along the Atlantic seaboard with well established ideals of self governance, democracy and religious tolerance.

Program 1: 1500 - 1585

- 1502 - Christopher Columbus
- 1513 - Ponce de Leon Discovers Florida
- 1539 - Hernando De Soto Explores Southern U.S.
- 1540 - Francisco Vasques de Coronado Maps America's Southwest
- 1565 - Spanish Found First American City: St. Augustine
- 1585 - Sir Walter Raleigh and the Roanoke Colony

Program 2: 1586 - 1619

- 1607 - Jamestown, England's First Successful American Colony
- 1608 - Spanish Found Santa Fe in America's Southwest
- 1614 - Pocahontas Marries John Rolfe
- 1614 - The Dutch Claim New York and Name It New Netherlands
- 1619 - The Virginia House of Burgesses Holds Its First Democratic Meeting

Program 3: 1619 - 1650

- 1619 - Blacks Arrive at Jamestown
- 1621 - The Role of Women in the English Colonies
- 1621 - Squanto and Massasoit Help Pilgrims Survive
- 1629 - John Winthrop is Elected Governor of Massachusetts Bay Colony
- 1650 - Anne Hutchinson and Anne Bradstreet Use Newfound American Independence to Express Themselves

Program 4: 1651 - 1699

- 1673 - Marquette and Joliet Explore Great Lakes and Mississippi River
- 1675 - Metacom Leads "King Philip's War"
- 1680 - Popé Drives Spanish from Santa Fe
- 1681 - William Penn Founds Pennsylvania Colony
- 1682 - LaSalle Claims Louisiana Territory for France
- 1699 - England's 12 Colonies Become Self Sufficient



This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Additional CD Rom with supplemental materials (25 Maps, Timeline, Educator's Guide & Blackline Master Quizzes).
• Series of Four 29 minute programs on 2 DVDs (116 minutes total) • Series price \$79.99 • Copyright © 2008

18TH CENTURY TURNING POINTS IN U.S. HISTORY

As Seen
on Public
Television

As the 18th century dawned on the North American continent, four powers - the French, the Spanish, the British and the Native Americans were competing to see who would control this remarkable land. Yet after half a century of almost continuous wars, a new entity emerged: the Americans. It would be the Americans, and not the other four powers that would control what would become the United States. This eight-part series depicts 64 pivotal events of this period, chaptered for easy access to specific historical content.



Program 1: 1701 - 1713

- 1701** - The English Board of Trade creates Royal Colonies
- 1701** - The French Return Soldiers to the North American Interior
- 1701** - Yale College is Founded
- 1702** - Colonists Sack St. Augustine
- 1702** - Cotton Mather Publishes *"The Ecclesiastical History of New England."*
- 1709** - Quakers Erect a Meeting House in Boston
- 1713** - Treaty of Utrecht
- 1713** - Capt Robinson Designs and Constructs the Schooner

Program 2: 1714 - 1735

- 1718** - New Orleans is Founded
- 1723** - The Maryland Assembly Requires Free Public Schools in Every County
- 1729** - The City of Baltimore is Established
- 1732** - The First Stagecoach Line
- 1732** - Georgia Becomes the 13th Colony
- 1732** - Influenza Sweeps Through the Colonies
- 1733** - The British Parliament Passes the Molasses Act
- 1735** - Peter Zenger Acquitted of Libel in New York

Program 3: 1736 - 1750

- 1739** - The Great Awakening Begins
- 1739** - Black Uprising in South Carolina
- 1739** - The War of Jenkins Ear Begins
- 1739 - 1741** - New Explorations
- 1747** - The Ohio Land Company is Established
- 1750** - Native American Horse Cultures Dominate the Great Plains
- 1750** - Parliament passes Iron Act

Program 4: 1750 - 1766

- 1750** - The Flatboat and Conestoga Wagon Make Their Appearance in Pennsylvania
- 1754** - The Albany Plan of Union
- 1754 - 1763** - The French and Indian War
- 1760** - James Otis Fights for the Security of People in Their Homes
- 1763** - Ottawa Chief Pontiac's War for Independence
- 1765** - The Stamp Act is Passed
- 1765** - Samuel Adams Forms the Sons of Liberty
- 1766** - John Singleton Copley Paints *"Boy With the Squirrel"*

Program 5: 1767 - 1776

- 1767** - Daniel Boone Views Kentucky
- 1768** - Indiana Co. Buys 1,800,000 Acres from the Iroquois
- 1769** - Father Junipero Serra Finds the San Diego Mission
- 1770** - The Liberty Pole Riot and the Boston Massacre
- 1773** - The Boston Tea Party
- 1774** - The First Continental Congress meets in Philadelphia
- 1775** - Battle of Lexington and Concord
- 1775** - Washington Assumes Command of Continental Army
- 1776** - Thomas Paine Publishes *"Common Sense"*
- 1776** - The Declaration of Independence

Program 6: 1776 - 1783

- 1776** - Washington Crosses the Delaware
- 1777** - Congress Mandates the American Flag
- 1777** - Second Battle of Saratoga
- 1777** - John Paul Jones Sets Sail
- 1777 - 1778** - The Winter at Valley Forge
- 1778** - George Rogers Clark Captures Kaskaskia
- 1781** - The Siege of Yorktown
- 1783** - The Treaty of Paris and the End of The Revolutionary War

Program 7: 1783 - 1790

- 1783** - Noah Webster Issues the "Blue-backed Speller"
- 1785, 1787** - Continental Congress Passes Land Ordinance Acts
- 1788** - Shay's Rebellion
- 1787** - The United States Constitution is Created
- 1789** - George Washington Elected First President
- 1789** - James Madison Proposes the Bill of Rights
- 1789** - Alexander Hamilton Becomes Secretary of the Treasury and Shapes America's Modern Industrial Economy
- 1790** - Benjamin Franklin Dies

Program 8: 1791 - 1799

- 1792** - Benjamin Banneker Saves the White House
- 1793** - Congress Enacts a Fugitive Slave Law
- 1794** - The Whiskey Rebellion is Put Down
- 1794 & 1795** - The Jay and Pinckney Treaties Protect America's Westward Expansion
- 1796** - John Adams Becomes the Second President of United States Inaugurating the Two-Party System
- 1797** - U.S.S. Constitution is Launched
- 1798** - Alien and Sedition Acts Usher in a Bleak Period of American Political Freedom
- 1799** - Eulogy for George Washington Ends the Century

This title features:

- English Subtitles for the Hearing Impaired
- Spanish Subtitled

- Downloadable 90 page Educator's Guide
- All pertinent Historical Documents of the period
- Maps
- Tests

- Series of Eight 25 minute programs on 4 DVDs (198 minutes total)
- Series price \$149.99
- Copyright © 2003



19TH CENTURY TURNING POINTS IN U.S. HISTORY

"Providing an overview of defining moments from the 1800s, from historical events and scientific breakthroughs to literary landmarks and technological innovations...As an excellent bonus, the easily navigated discs also feature a DVD-ROM accessible library of primary source documents and maps (including blank maps for testing purposes), as well as English and Spanish subtitle options. Recommended." — Video Librarian

"Recommended as a valuable overview of the time period." — Booklist



Forward to that moment in U.S. History that complements your lesson plan, with a concise audio/visual presentation. Every pivotal historical event is provided in a stand-alone presentation that allows you to teach/learn what you want, when you want. America entered the 19th Century an agricultural nation of 16 states and 5.3 million people. This series of eight programs is chaptered into 55 stand-alone segments, for easy access, that highlight significant historical events, scientific milestones and cultural achievements.

Program 1: 1800 - 1813

- 1800 - Washington DC Becomes the Nation's Capital
- 1803 - The Louisiana Purchase
- 1804 - Lewis and Clark Expedition
- 1807 - Robert Fulton Awakens the World to the Steamboat
- 1811 - Battle of Tippecanoe
- 1811 - New Madrid Earthquake

Program 2: 1814 - 1826

- 1814 - Washington DC Is Captured and Burned by the British
- 1814 - Star Spangled Banner Is Written
- 1815 - Battle of New Orleans
- 1819 - Washington Irving Publishes "Rip Van Winkle"
- 1821 - Inauguration of the Santa Fe Trail
- 1825 - Erie Canal Is Completed
- 1826 - James Fenimore Cooper Publishes "Last of the Mohicans"

Program 3: 1827 - 1846

- 1831 - Cyrus McCormick Demonstrates His Mechanical Reaper
- 1831 - Nat Turner Begins His Rebellion
- 1832 - Black Hawk War Ends With Massacre at Bad Axe River
- 1836 - Alamo Falls
- 1845 - Edgar Allen Poe Publishes "The Raven"
- 1846 - The Donner Party Starts West
- 1846 - United States Declares War on Mexico

Program 4: 1848 - 1860

- 1848 - Dr. Morton Demonstrates Painless Surgery Using Ether
- 1848 - Gold Is Discovered at Sutter's Mill
- 1849 - Treaty Between U.S. and Hawaiian Islands
- 1852 - Harriet Beecher Stowe Publishes "Uncle Tom's Cabin"
- 1854 - Commodore Perry Lands in Japan
- 1858 - Lincoln Douglas Debates Begin
- 1860 - Pony Express Mail Service Begins

Program 5: 1861 - 1865

- 1861 - Eleven States Comprise The Confederacy
- 1862 - Congress Sets Forth the Homestead Act
- 1863 - Lincoln Signs Emancipation Proclamation
- 1863 - Lincoln Delivers His Gettysburg Address
- 1865 - Lee Surrenders at Appomattox
- 1865 - Abraham Lincoln Is Assassinated
- 1865 - Formation of the Ku Klux Klan

Program 6: 1866 - 1870

- 1867 - Carpetbaggers Descend on the South
- 1867 - U.S. Acquires Alaska: Seward's Folly
- 1868 - President Johnson Is Impeached
- 1869 - Completion of the Trans Continental Railroad
- 1870 - Rockefeller Incorporates Standard Oil Co. of Ohio

Program 7: 1871 - 1881

- 1871 - Chicago Fire
- 1872 - Susan B. Anthony Is Arrested For Voting
- 1875 - Robert Smalls, Former Slave, Elected To the House
- 1876 - Alexander Graham Bell Demonstrates the Telephone
- 1876 - Battle of Little Big Horn
- 1879 - Thomas Edison Demonstrates the Incandescent Lamp
- 1880 - George Eastman Patents Kodak Roll Film
- 1881 - Booker T. Washington Opens Tuskegee Institute

Program 8: 1882 - 1898

- 1881 - Clara Barton Organizes the American Red Cross
- 1882 - Chinese Exclusion Act Passed By Congress
- 1885 - Mark Twain Publishes "The Adventures of Huckleberry Finn"
- 1889 - Oklahoma Land Rush Begins
- 1890 - Battle at Wounded Knee
- 1893 - First Gas Powered Automobile is Demonstrated
- 1896 - Plessy vs. Ferguson Case Upholds Segregation
- 1898 - Sinking of The Maine

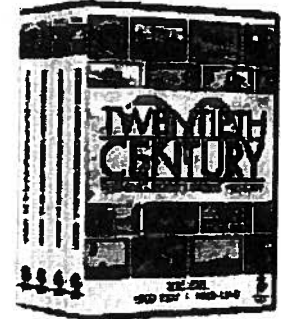
This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Downloadable 77 page Educator's Guide • All pertinent Historical Documents of the period • Maps • Tests

• Series of Eight 23 minute programs on 4 DVDs (184 minutes total) • Series price \$149.99 • Copyright © 2002

20TH CENTURY TURNING POINTS IN U.S. HISTORY

As Seen
on Public
Television

"...clear overview of the people and events that distinguished the twentieth century...Straightforward narration accents the well-chosen visuals, including archival stills, newsreel footage, political cartoons, and period movie clips. DVD chapters are clearly marked for easy access, making the series especially useful for students. Additional resources, including maps, tests, guides, and documents, may be viewed or printed when the DVD is used in a computer." — Booklist



This series provides an overview of the people and events that distinguished the 20th century at specific points in time that were significant pivotal points in history. Rare archival footage and photographs, authentic recordings, and other primary source documents bring history to life, while stunning graphics and engaging narration lend context and clarity to the subject. The series has been developed specifically for classroom use. It is organized around established standards and thoughtfully divided into chapters, with each volume functioning as either a full-length program or as focused support for specific study areas.

Program 1: 1900 - 1907

- 1900** - The Gold Standard Act is Ratified by Congress
- 1901** - Dr. Walter Reed Discovers Yellow Fever is Transmitted by Mosquitoes
- 1901** - McKinley is Shot and Theodore Roosevelt Becomes President
- 1902** - 140,000 Mine Workers Go Out on Strike
- 1902** - The Government Passes the New Lands Reclamation Act
- 1903** - Wright Brothers Fly at Kitty Hawk
- 1906** - Upton Sinclair's Novel "The Jungle" is Published
- 1906** - U.S. Takes Over Construction of the Panama Canal
- 1907** - Frank Lloyd Wright Completes the Robie House in Chicago

Program 2: 1908 - 1918

- 1908** - Ford Introduces the Model T
- 1909** - W.E.B. Du Bois Founds the NAACP
- 1911** - Hollywood Founded
- 1913** - 16th Amendment Allows Progressive Income Tax
- 1913** - 17th Amendment Caps a Period of Election Reforms
- 1914** - Clayton Anti-trust Act Passed
- 1914 - 1917** - America Prepares for World War I
- 1917** - America Enters World War I

Program 3: 1919 - 1928

- 1919** - Prohibition Begins
- 1920** - Women Gain the Right to Vote
- 1923** - The Teapot Dome Oil Scandal Typifies the Roaring 20's
- 1924** - J. Edgar Hoover Named Head of the FBI
- 1925** - The Scopes Monkey Trial
- 1926** - Goddard Initiates the Space Age
- 1926** - David Sarnoff Founds NBC
- 1927** - Charles Lindbergh Flies Across the Atlantic

Program 4: 1929 - 1943

- 1929** - "Black Tuesday" Foretells the Great Depression
- 1932** - Amelia Earhart: Record-Breaking Woman Aviator
- 1933** - President Roosevelt's "One Hundred Days" Begins his New Deal
- 1935** - President Roosevelt Signs the Social Security Act
- 1936 - 1938** - Jesse Owens and Joe Louis Debunk Hitler's Claim of Aryan Superiority
- 1940** - Ernest Hemingway's "For Whom the Bell Tolls" is Published
- 1941** - Japan Attacks Pearl Harbor

Program 5: 1944 - 1952

- 1944** - D-Day: "Operation Overlord"
- 1945** - The U.S. Air Force Drops the Atomic Bomb on Hiroshima
- 1947** - The Marshall Plan for Europe
- 1950** - President Truman Sends American Troops to Aid South Korea
- 1950 - 1953** - The Korean War
- 1951** - Allen Freed Introduces Rock and Roll

Program 6: 1953 - 1963

- 1953** - John Foster Dulles Becomes Eisenhower's Cold War Warrior
- 1954** - Senator Joseph McCarthy is Condemned by the Senate
- 1954** - Brown v. Board of Education
- 1955** - Rosa Parks is Arrested
- 1960** - Nixon-Kennedy Televised Debates
- 1962** - Astronaut John Glenn is the First American to Orbit the Earth
- 1962** - Cuban Missile Crisis
- 1963** - Martin Luther King's "I Have a Dream" Speech

Program 7: 1964 - 1973

- 1964** - Lyndon Johnson Announces the Great Society
- 1964** - Vietnam War: Congress Passes the Gulf of Tonkin Resolution
- 1965** - Black Urban Riots Begin
- 1968** - Vietnam War: The Tet Offensive
- 1970** - First Earth Day
- 1972** - Watergate
- 1973** - Vietnam: Cease-Fire Ends War

Program 8: 1973 - 1999

- 1973** - Second Battle of Wounded Knee
- 1973** - Roe v. Wade
- 1976** - Personal Computers Herald the Post-Industrial Age
- 1983** - The Grenada Conflict
- 1987** - Allen Greenspan becomes Chairman of the Federal Reserve
- 1990** - The Gulf War Demonstrates American Military Supremacy
- 1991** - End of the Cold War
- 1994** - Whitewater Leads to the Impeachment of President Clinton
- 1999** - Y2K Ends the American Century

This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Timelines
 • Downloadable 78 page Educator's Guide • All pertinent Historical Documents of the period • Maps • Tests
 • Series of Eight 27 minute programs on 4 DVDs (216 minutes total) • Series price \$149.99 • Copyright © 2004

As Seen
on Public
Television

A DVD HISTORY OF THE U.S. CONSTITUTION: 1619-2005

"A good choice for middle and secondary collections." — School Library Journal

"This chronologically arranged four-volume set (with two titles on each DVD) covers key events leading up to and following the creation of the U.S. Constitution...A comprehensive introduction for students." — Booklist

In this series we shall see how this document has protected the American people from the abuses of power and tyranny and how for over two centuries the principles set forth by the U.S. Constitution have empowered Americans to excel and aspire to greatness - great art, great literature, excellence and leadership in science and technology. The Constitution has enabled the United States to become the world's most prosperous and most powerful nation.

Hosted by **Jeff Fahey**, this series is chaptered into 47, five to seven minute stand-alone segments that can be accessed with ease. The series features easy to use menus and includes comprehensive ancillary materials: teacher guides, maps, documents, test blanks, and Spanish and English subtitle options on every disc.



Program 1: The Seeds of the Constitution

- 1619 - Virginia Colonists Create the First Legislative Assembly
- 1733 - Parliament Restricts Free Trade Through the Molasses Act
- 1735 - The Peter Zenger Trial Lays the Seed for Freedom of the Press
- 1739 - Black Uprising in South Carolina Foreshadows Constitutional Crisis
- 1739 - The Great Awakening and the Separation of Church and State

Program 2: Founding the Constitution

- 1750 - Iron Act Restricts American Business
- 1754 - The Albany Plan of Union Sets Out the Foundation for the U.S. Constitution
- 1760 - James Otis Fights for the Security of People In Their Homes
- 1765 - The Stamp Act and Taxation Without Representation
- 1774 - The Quartering Act Leads to the Third Amendment
- 1774 - Massachusetts Creates the Minutemen Militia

Program 3: Writing the Constitution and the Bill of Rights

- 1774 - First Continental Congress Meets in Philadelphia
- 1776 - Declaration of Independence
- 1786 - Shays' Rebellion Shows the Need for a New Constitution
- 1787 - The United States Constitution is Written
- 1788 - Congress Sends 12 Amendments to the States
- 1789 - Alexander Hamilton Shapes America's Modern Industrial Economy
- 1791 - States Ratify Madison's Bill of Rights

Program 4: Testing the Constitution

- 1793 - Congress Enacts a Fugitive Slave Act
- 1794 - Congress Passes the 11th Amendment Protecting States Rights
- 1794 - Freedom to Protest is Tested in the Whiskey Rebellion
- 1796 - John Adams Becomes the Second President of United States
Inaugurating the Two-party System and is Responsible for the 12th Amendment
- 1798 - Alien and Sedition Acts Usher in a Bleak Period of American Political Freedom
- 1803 - John Marshall Establishes a Strong Supreme Court Through
Marbury v. Madison

Program 5: The Constitution Survives

- 1810 - Marshall Establishes the Sanctity of Contracts
- 1828 - Jacksonian Democracy and the Constitution
- 1848 - Mexican American War and Manifest Destiny Set up America's
Greatest Constitutional Crisis
- 1861 - Southern States Secede and Force Constitutional Crisis

Program 6: The Constitution is Expanded

- 1865 - 70 - 13th, 14th, 15th Amendments: The Anti-Slavery Amendments
- 1872 - Susan B. Anthony Fights for Women's Right to Vote
- 1887 - The Interstate Commerce Act Opens the Door for Increased Federal Power
- 1896 - Plessy v. Ferguson Establishes Separate but Equal for Black America
- 1913 - 16th Amendment Creates the Income Tax
- 1913 - 17th Amendment Allows for the Popular Election of Senators
- 1918 - Prohibition and the 18th Amendment

Program 7: The Constitution in a Changing World

- 1919 - The Supreme Court Limits Free Speech and Freedom of the Press
in Schenck v. U.S.
- 1920 - Women Gain the Right to Vote Through the 19th Amendment
- 1933 - 20th and 21st New Deal Amendments Herald a Change in American Life
- 1951 - Americans Limit a President to Two Terms with the 22nd Amendment
- 1954 - Brown v. Board of Education Ends "Separate but Equal" for Black America
- 1961 - Citizens of Washington D.C. Gain the Right to Vote with the 23rd Amendment

Program 8: Constitutional Reform and Controversy

- 1861 - Supreme Court Prevents Illegal Search and Seizure with Mapp v. Ohio
- 1964 - Warren Court Strengthens "Innocent Until Proven Guilty" Through Miranda
- 1964 - 24th Amendment Prohibits Poll Taxes in Federal Elections
- 1967 - 1992 - The 25th, 26th and 27th Amendments Reform America's
Political Landscape
- 1973 - Roe v. Wade Extends Constitutional Right of Privacy
- 2000 - America Contests a Presidential Election

This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Educator's Guide • Historical Documents
• Series of Eight 28 minute programs on 4 DVDs (224 minutes total) • Series price \$129.99 • Copyright © 2005

Phone: 1-800-526-4663

THE SUPREME COURT

As Seen
on Public
Television

AN UNPRECEDENTED SERIES EXPLORING THE HISTORY, IMPACT AND DRAMA OF AMERICA'S HIGHEST COURT

- A 2008 Parents' Choice Gold Award Winner, Television
- 2007 CINE Special Jury Award - Best of History
- 2007 New York Festivals Gold World Medal: *The Supreme Court: A Nation of Liberties*
- 2007 New York Festivals Silver World Medal: *The Supreme Court: The Rehnquist Revolution*
- 2007 IDA Best Limited Series (International Documentary Association)
- 2007 New York Festivals Gold World Medal, Best Editing
- 2007 New York Festivals Gold World Medal, Best Lighting
- 2007 New York Festivals Silver World Medal, Best Writing
- Booklist awarded this series an exemplary star



"Narrated by **David Strathairn**, the PBS-aired *The Supreme Court* is an excellent four-part historical overview that combines archival footage, stills, and period illustrations with dramatic recreations, and insightful commentary from a number of academics, as well as remarks from retired Supreme Court Justice Sandra Day O'Connor and new Chief Justice John G. Roberts in its examination of key decisions handed down by the Supreme Court, from its establishment in 1787 through the 2000 Gore-Bush presidential election decision under the late William H. Rehnquist...*The Supreme Court* is a fascinating survey, a tale of colorful and all-too-human justices struggling with landmark legal issues. DVD extras include original manuscripts, charts and maps, documents related to the Dred Scott case, and a Spanish subtitles option. Highly recommended." — Video Librarian, 3 ½ stars

It's known as the court of last resort - the Supreme Court - where nine judges appointed for life make monumental decisions that govern our everyday lives, from the contents of the nation's daily newspapers to what we can do in the privacy of our own homes. With immense power and considerable mystery, the court of final appeal has helped author the history of America.

Program 1: ONE NATION UNDER LAW Examines the creation of the court and follows it through the brink of the Civil War, paying particular attention to the fourth chief justice of the Supreme Court - John Marshall - and to his successor, Roger Taney. Marshall presided over one of the most famous cases before the court while Taney presided over one of the most infamous. In *Marbury v. Madison* (1803), Marshall found in an obscure case involving an unsigned judicial appointment the opportunity to assert the court's most important power: the right of judicial review. In *Dred Scott v. Sandford* (1857), however, Taney, the next chief justice, exercised that same power against the national government - to protect slavery. "It was a disaster," says James Simon, law professor, dean emeritus, New York Law School. "It was the worst opinion ever written in the history of the Supreme Court of the United States."

Program 2: A NEW KIND OF JUSTICE Explores the issues before the court from the aftermath of the Civil War through to the 1930s. This was a period of unprecedented economic growth as the nation industrialized but was also a time of unregulated work conditions - the court found itself squarely in the middle of what was almost class warfare. As corporations became more powerful they found an unlikely ally in the Supreme Court. While the 14th Amendment was passed to make certain that the states were obligated to recognize the rights of the newly freed slaves, the court would for almost 100 years use the amendment to protect not blacks but big business, recognizing corporations as "persons" and awarding them sweeping legal protection.

Program 3: A NATION OF LIBERTIES Focuses on the court's reaction to state and federal legislation on Bill of Rights freedoms, with special attention to the explosion of civil rights cases from the early 1940s to the present. This program highlights the Warren Court as it confronts the issues of race, gender and religion. "This is a watershed time in the court's history," says Joan Biskupic, journalist and author, in *THE SUPREME COURT*. "You have World War II. You have McCarthyism. You have the Cold War. You have the civil rights struggles. There's tension between national security, national identity, free speech, individual rights. And it falls into the lap of these nine justices to sort it all out."

Program 4: THE REHNQUIST REVOLUTION *The Rehnquist Revolution* investigates how the court has developed in more recent times. With a particular view to the leadership of Chief Justice William Rehnquist, the series charts the rise in importance of the Court to become the institution most responsible for resolving the central questions of American life.

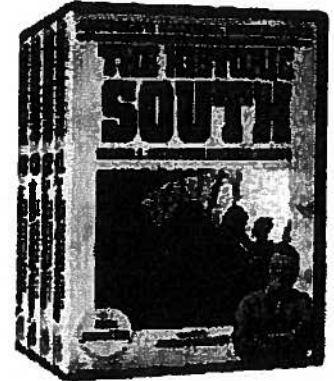
This title features: • Closed Captioned for the Hearing Impaired (CC) • Spanish Subtitled • Historical Documents, Charts, Maps, Manuscripts and Political Cartoons • Series of Four 60 minute programs on 4 DVDs (240 minutes total) • Series price \$79.99 • Copyright © 2007

NEW!

AMERICA'S NATIONAL MONUMENTS: THE HISTORIC SOUTH

Join **Jordan Murphy** as he explores eleven spectacular National Monuments throughout America's historic southland. Travel from the prehistoric ruins of Louisiana, Georgia and Alabama to the center of Colonial Spain and what would become the United States. See where the slave trade began in the Caribbean and how it was brought to the United States through the Jamestown colony, in Virginia. Then travel to the battlegrounds where the Civil War began and was fought in the Historic South. It is also a journey of natural history from the dawn of the Appalachian Mountains to the modern day rich agricultural lands of the south, including the diverse wildlife of the region's hardwood swamps and the spectacular underwater world of the Virgin Island's coral reefs.

Each monument is presented in three chapters: 1) Virtual Tour, shot in stunning High Definition; 2) Nature and Science; and 3) History and Culture.



Program 1: Prehistoric Native Americans

In the South are ruins of prehistoric cities, rivaling any in the ancient world. They were built by Native American cultures living in the South. It is a largely unknown story ... A story you can learn by traveling to the region's three national monuments devoted to pre-history.

Monuments in this Program:

- Poverty Point National Monument - Tells the story of America's oldest city (Louisiana)
- Russell Cave National Monument - The longest continually occupied cave in North America (Alabama)
- Ocmulgee National Monument - One of the great City-States of the Mississippian Culture (Georgia)

Program 2: Southern Spanish Colonies

Of the three European countries vying for control of what would become the United States, Spain was the first to establish a colony more than 40 years before the English founded Jamestown. Three monuments tell the rich story of colonial Spain in the South.

Monuments in this Program:

- Fort Matanzas and Castillo de San Marcos National Monuments - These two monuments tell the rise and fall of the Spanish Empire in what would become the United States (Florida)
- Fort Frederica National Monument - Today a colonial ghost town, where the pivotal battle between English Colonists and Spanish colonists took place (Georgia)

Program 3: Slavery and the Plantation System

The American South is home to some of the world's most spectacular ecosystems, from coral reefs to salt water marshes. It is also home to the origin of slavery and the plantation system in America. Three national monuments present this profound legacy of ecology and history... a history that includes the birth of the nation's first and greatest president, George Washington.

Monuments in this Program:

- Virgin Islands National Monuments - Buck Island Reef and Virgin Islands Coral Reef National Monuments are underwater paradises. The islands were a lynchpin of the slave trade.
- George Washington Birthplace National Monument - The early story of George Washington and the origin of the plantation system (Virginia)

Program 4: Civil War and the Confederacy

The Civil War was the most devastating event in American history. Three southern national monuments tell the story of the war's origin.. The attack that started the conflict... And how the American Civil War changed the country and the very nature of warfare itself.

Monuments in this Program:

- George Washington Carver National Monument - Born into slavery, he became one of America's greatest scientists (Missouri)
- Fort Sumter National Monument - On these hallowed grounds, the first shot of the Civil War was fired (South Carolina)
- Fort Pulaski National Monument - The site where the nature of warfare changed forever (Georgia)

This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Shot in High Definition • Historical Documents • Instructor's Guide • Monument Slide Show • Directions to Monuments • Southern Monuments by Date • Presidential Bios for Southern Monuments • Series of Four 40 minute programs on 4 DVD's (160 minutes total) • Series price \$129.99 • Copyright © 2008

Phone: 1-800-526-4663

AMERICA'S NATIONAL MONUMENTS: THE GEOLOGIC WEST



National Monuments were created to preserve for all Americans significant pieces of the country's history, ecology, geology and beauty. Host **Jordan Murphy** guides viewers on a spectacular tour of the Pacific Northwest's 11 National Monuments. The Pacific Northwest is one of the most tectonically active areas on the planet. The monuments in this program showcase the spectacular geological formations this activity has produced... its rich fossil heritage... and some of the most unique ecosystems on the planet. Its history tells the story of coastal American Indians, Spanish settlement, the Lewis and Clark expedition and the Oregon Trail.

Program 1: Fossil Treasures of the Pacific Northwest

Chapter 1: Hagerman Fossil Beds (Idaho)
Chapter 5: John Day Fossil Beds (Oregon)
Chapter 3: Fossil Butte (Wyoming)

Program 2: The Pacific Northwest's Ring of Fire

Chapter 1: Lava Beds (California)
Chapter 2: Pinnacles (California)
Chapter 3: Craters of the Moon (Idaho)

Program 3: The Historic Pacific Northwest

Chapter 1: Cabrillo (California)
Chapter 2: Muir Woods (California)
Chapter 3: Minidoka Internment (Idaho)

Program 4: Spectacular Landforms of the Pacific Northwest

Chapter 1: Oregon Caves (Oregon)
Chapter 2: Devils Postpile (California)

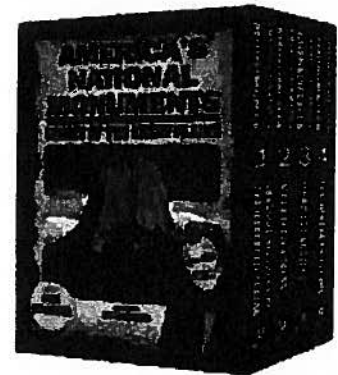


This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Shot in High Definition • Educator's Guide • Blackline Master Quizzes • Series of Four 40 minute programs on 4 DVDs (160 minutes total) • Series price \$129.99 • Copyright © 2008

AMERICA'S NATIONAL MONUMENTS: LEGACY OF THE GREAT PLAINS

"Shot in high definition, this beautifully lensed four-volume series, hosted by Bo Svenson and narrated by Alphonse Keasley, looks at 10 U.S. National Monuments that showcase the rich history and geologic diversity of America's Great Plains. Each half-hour disc is jam-packed with gorgeous on-location footage, archival photos, and informative interviews and commentary on historical, scientific, and cultural aspects of the various monuments... Boasting extensive DVD extras-including a slideshow, teacher's guide, travel directions, and historical documents-this handsomely-produced set is a treat for armchair travelers, students, and history buffs. Highly recommended." 3 1/2 stars —Video Librarian

In 1906, President Teddy Roosevelt created the nation's first National Monument designation. The purpose of this designation was to preserve significant pieces of the country's history, ecology, geology and beauty for all Americans. All National Monuments are designated by U.S. Presidents and are chosen as their personal memorials of those most special parts of this great country . . . areas that they see a need to protect, over all others. Some are big. Some are small. Some National Monuments garner large budgets and staff while others, next to none. America's National Monuments tell the story of the nation's past and present glory. In Legacy of the Great Plains we will visit the ten monuments associated with America's once vast grasslands.




Join our tour of America's Great Plains National Monuments **shot in high definition** and presented by **Bo Svenson**.

Program 1: Geologic Wonders of the Northern Plains

Chapter 1: Devil's Tower National Monument (Wyoming)
Chapter 2: Jewel Cave National Monument (South Dakota)
Chapter 3: Agate Fossil Beds National Monument (Nebraska)

Program 2: Sioux Indian Wars

Chapter 1: Pipestone National Monument (Minnesota)
Chapter 2: Little Bighorn Battle Site National Monument (Montana)

Program 3: Manifest Destiny

Chapter 1: Scott's Bluff National Monument (Nebraska)
Chapter 2: Homestead National Monument (Nebraska)

Program 4: The Southern Plains

Chapter 1: Alibates Flint Quarry National Monument (Texas)
Chapter 2: Capulin Volcano National Monument (New Mexico)
Chapter 3: Fort Union National Monument (New Mexico)

This title features: • English Subtitles for the Hearing Impaired • Spanish Subtitled • Maps • Monument Slide Show • Shot and Mastered in High Definition DVD Rom Extras: • Educator's Guide • Blackline Master Quizzes • Directions to Monuments • Historical Documents • Series of Four 30 minute programs on 4 DVDs (120 minutes total) • Series price \$129.99 • Copyright © 2008

Preview Video Clips Online at: www.ambrosevideo.com

NEW!

ANCIENT HISTORY: ROME REEXAMINED

This series (shot in **High Definition**) brings a new perspective to growth and development in Ancient Rome. It's unique accomplishments (nurtured via a merit driven leadership system), the birth and decline of the Republic and the incredible developments in architecture, empire building and culture. Maps, educator's guides, a slide show highlighting the Roman Ruins and Museums, English captions and Spanish subtitles...bring a compelling era to light with incredible 21st Century insights from leading expert analysis. Join **Zay Harding** on this tour through Ancient Rome.



The Rise of the Roman Republic

- The Rise of the Roman Republic - Gives an overview of the first half of the Roman Republic from 750 B.C. to 300 B.C.
- Origin and Homeland of Rome - From an Iron Age village along the Tiber River in central Italy, Rome was well placed geographically for becoming the most successful city-state of the ancient world. Their origin myth of Remus and Romulus was based on struggle and the ideal of never giving up
- Roman Society - The unique set of relationships derived from the client patron system produced the world's first upwardly mobile economic, political and social structures
- Governing the Republic - Copied by America's founding fathers, Rome's Republic is a form of self rule where everyone counts, although not equally
- The Aqueducts and Roads - The first engineering wonders of the ancient world's greatest engineers
- Latin - The spoken and written language of the Romans was Latin

Military Triumphs and the Death of the Roman Republic

- Military Triumphs and the Death of the Roman Republic - An overview of the second half of the Republic from 300 B.C. to 27 B.C.
- The Military and War - Describes how the Roman military was constituted and explains its strategies and tactics on the battlefield
- Julius Caesar and the Collapse of the Roman Republic - The incredible story of the last days of the Republic, which included such renowned historical figures as Julius Caesar, Gnaeus Pompey, Marcus Brutus, Marc Antony and Cleopatra
- Greek Influence on Rome - Spurred by Greek influence, the Romans launch their own monumental architecture, art and literature
- Greek Gods - A highly religious people, the Romans found parallels between their pantheon of gods and the Greek pantheon of gods
- Free Speech and Public Debate - Two of the most cherished values of the Roman Republic were freedom of religion and freedom of speech. Open public debate insured shared political power. The greatest debater of the Republic was Cicero.

The Rise and Fall of the Roman Empire

- The Rise and Fall of the Roman Empire - An overview of the history of the Roman Empire from its founding under Augustus in 27 B.C. to its fall in 476 A.D.
- Augustus and the Making of the Empire - Augustus, Rome's first Emperor, restructured Rome's political and social system, including creating the world's finest professional, citizen army ... An army which for the first time provided retirement benefits
- Julio - Claudian Dynasty - The most notorious set of emperors followed after Augustus, Tiberius, Caligula, Claudius and Nero
- The Golden Age of Imperial Rome - Under the five great rulers, Imperial Rome reached its peak in a time of great peace and accomplishment in every aspect of Roman life. This period saw the building of many of the great monumental wonders of ancient Rome itself
- Christianity in the Roman Empire - In 30 A.D. on the eastern edge of the Roman Empire, a Jewish Messiah began his teachings. He was Jesus of Nazareth. After his death, Sol of Tarsus began the Christian religion.
- Constantine and the Institutionalization of Christianity - 300 years after the death of Christ, the great Roman Emperor Constantine adopted Christianity, thus assuring its survival.

The Splendor of Imperial Rome

- The Splendor of Imperial Rome - An overview of Imperial Rome's engineering and architectural accomplishments
- The Forums - The Forums were the city's great open spaces, where politics, business and religion were practiced
- The Coliseum - An engineering marvel, the Coliseum would dwarf any physical structure for the next 2000 years
- Circus Maximus and the Palatine - Chariot races took place in full view of the Emperor's palace on the founding hill of Rome, the Palatine
- The Pantheon - Today, still as stunning as on the day it was built, the Pantheon is one of the world's great sacred spaces
- Baths - Fed by the water flowing from the famous Roman aqueducts, the Roman baths were a focal point of Roman society
- Roman Walls - The Aurelian Wall surrounding Rome encompassed such monumental pieces of architecture as Hadrian's Mausoleum and an homage to the pyramids of Egypt
- Roman Mosaics and Sculptures - Roman art reached its pinnacle of expression in mosaics and sculptures
- Rome's Lasting Accomplishments - Rome's greatest accomplishments were its self governing republic, the virtue of freedom of speech, an upwardly mobile meritocracy and the making of Christianity into a world religion

This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Educator's Guide • Documents • Timeline • Maps • Blackline Master Quiz • Slide Show of Roman Ruins • Shot in High Definition • Series of Four 30 minute programs on 4 DVDs (120 minutes total) • Series price \$99.99 • Copyright © 2008

Phone: 1-800-526-4663

NEW!

ANCIENT HISTORY: AMERICA'S PREHISTORIC CIVILIZATIONS: THE MOUND BUILDERS

"This series' emphasis on each society's development and achievements will help students gain a better understanding of the sophistication of these ancient cultures, making it a very good choice for middle- and high-school library collections." — School Library Journal

Had they been made of stone, they would have been among the greatest wonders of the ancient world. These were the pyramids and effigy earthen works by the Mound Building Cultures of the eastern half of the United States. This is the story of the 3000 year Native American tradition that culminated with the construction of cities rivaling any on the planet when Columbus landed in the New World. Globe Trekker's **Zay Harding** hosts this new look at America's Prehistoric Civilization: The Mound Builders.

This title features: • Closed Captioned for the Hearing Impaired **CC** • Spanish Subtitled • Educator's Guide • Timeline • Maps • Blackline Master Quiz • Shot in High Definition • 30 minute program • \$49.99 • Copyright © 2007

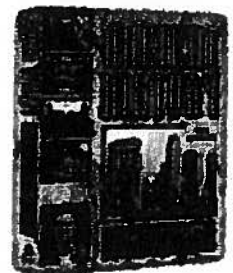


NEW!

ANCIENT HISTORY: ANCIENT BRITAIN: STONEHENGE TO CELTIC IRON AGE FORTS

It was once believed that the island of Britain was shaped by continuous invasions and conquering tribes from Europe. Recent studies show this not to be true. Follow the incredible saga of a glorious 7000 year evolution of Ancient Britain's people including the earliest Stone Age clans, the builders of Stonehenge, to the formation of Bronze Age tribes and the founding of Iron Age Hill forts, antecedents of the castle building kings, queens and knights that are familiar figures in history. Hosted by **Zay Harding**.

This title features: • Closed Captioned for the Hearing Impaired **CC** • Spanish Subtitled • Educator's Guide • Timeline • Maps • Blackline Master Quiz • Shot in High Definition • 30 minute program • \$49.99 • Copyright © 2007

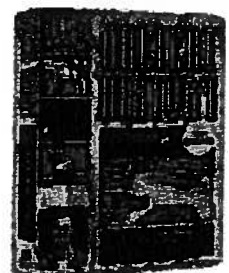


NEW!

ANCIENT HISTORY: ANCIENT PUEBLO PEOPLE: THE ANASAZI

The cities of the Anasazi stand today much as their builders left them 500 years ago. These ancient Pueblo people inhabited the four corners region of the western United States. Their history is the history how a civilization, against all odds, became so successful at agriculture they were able to produce a leisure society capable of not only building these incredible cities, but also producing some of the greatest pottery, rock art and trading networks the world has ever seen. How the Anasazi did this with a social organization not governed by kings or queens or other hierarchical rulers is one of the great mysteries of ancient history. Hosted by Globe Trekker's **Zay Harding**.

This title features: • Closed Captioned for the Hearing Impaired **CC** • Spanish Subtitled • Educator's Guide • Timeline • Maps • Blackline Master Quiz • Shot in High Definition • 30 minute program • \$49.99 • Copyright © 2007



History

NEW!

ANCIENT HISTORY: GREEK ACCOMPLISHMENTS

It has been said that all western art and science is but a footnote to ancient Greek accomplishments. In this program, the story is told of how Greek thinkers laid the foundation for architecture, painting, sculpture, history, philosophy, medicine, literature, zoology, botany, mathematics, astronomy, theater, and finally, the western scientific methodology. It is a history of a series of brilliant Greek thinkers from Homer in 700 BC to Ptolemy in 150 AD. Hosted by **Zay Harding**.



This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Shot in High Definition • Educator's Guide • Timeline • Maps • Blackline Master Quizzes • 30 minute program • \$49.99 • Copyright © 2007

NEW!

ANCIENT HISTORY: THE GREEK CITY-STATE AND DEMOCRACY

Globe Trekker's **Zay Harding** hosts this new look at the world's ancient civilization of Greece. During the Golden Age of the Greek City States 2500 years ago, the ancient Greeks gave to the world something much more valuable than architectural wonders or material wealth ... It was the ideas of democracy, liberty, freedom of speech and the pursuit of truth for truth's sake. *The Greek City-State and Democracy* is the history of how a group of people invented self-rule based on citizenship, at a time when they were surrounded by tyrants and despots. The invention of these concepts of self rule and citizenship is the most improbable event in all of ancient history.



This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Shot in High Definition • Educator's Guide • Timeline • Maps • Blackline Master Quizzes • 30 minute program • \$49.99 • Copyright © 2007

NEW!

ANCIENT HISTORY: THE INCAS

Six hundred years ago, in less than a century, the Inca people, located in present day Peru, forged an empire equal to that of the Greeks and Romans. They built their empire, not by military conquest but by treaties, based on providing food for all the empire's citizens. In the process, the Incas built architectural wonders for all eternity. There is a history of what 7 million people can accomplish when they all work toward a common goal. Today Machu Picchu stands as a glorious reminder of this once incredible empire. Join Globe Trekker's **Zay Harding** as he takes you through the ancient history of the Incas.



This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Maps • Shot in High Definition • Educator's Guide • Timeline • Blackline Master Quizzes • 30 minute program • \$49.99 • Copyright © 2007

NEW!

ANCIENT HISTORY: THE MAYA

The Maya are best known for their spectacular architecture that made up their city centers, but they are also the most misunderstood of the great ancient civilizations. First, they were not the blood thirsty warrior society as often portrayed; and second, they were the world's first environmental farmers, creating a thriving agricultural society on poor land through advanced farming techniques and a profound sensitivity to their environment.



- Homeland and Geography
- Network of City States
- Culture
- Ceremonial Warfare
- Environmental Agriculturalists
- Art and Architecture
- Grand Architecture of Their Ceremonial Centers
- Mathematics, Astronomy and Writing

Shot in **High Definition**. Hosted by **Zay Harding**.

This title features: • Closed Captioned for the Hearing Impaired • Spanish Subtitled • Educator's Guide • Blackline Master Quiz • Downloadable Maps • Graphics • Timeline • Slide Show • 30 minute program • \$49.99 • Copyright © 2008

Phone: 1-800-526-4663

HISTORY'S TURNING POINTS

"Thirteen pivotal historical events, ranges across the centuries and the continents. Excellent production. Excellent series...brings immediacy to the towering moments of world history." — Booklist

A 13-part series on decisive moments that helped shape world history. Each turning point in history has behind it a story and a set of principal characters whose dilemmas and conflicts form its core, and whose unique personalities influenced the outcome of events.

How would the development of one of the world's greatest civilizations, China, have been different without the ruthless ambition of its first emperor, Chin? Would the British have won Quebec in the eighteenth century without the tenacity and devotion to duty of General John Wolfe? New facts, often from indigenous sources, have emerged to add to our understanding of these crucial events and these, together with the latest historical research and documented first-hand accounts, bring each turning point vividly to life.

Exclusive dramatizations carried out at the actual sites of the events, History's Turning Points provides a fascinating and intriguing new perspective on the significant moments that have changed the world.

Program 1: The Battle of Salamis
Program 2: The Great Wall of China
Program 3: The Battle of Actium
Program 4: The Conquest of Spain
Program 5: The Black Death
Program 6: The Siege of Constantinople
Program 7: The Conquest of the Incas

Program 8: The Marriage of Pocahontas
Program 9: The Battle for Canada
Program 10: Zulus At War
Program 11: The Battle of Tsushima
Program 12: The Russian Revolution
Program 13: The Atomic Bomb



This title features: • English Subtitles for the Hearing Impaired • Educator's Guide • Convenient Menus
 • Series of Thirteen 25 minute programs on 5 DVDs (325 minutes total) • Series price \$149.99 • Copyright © 2002

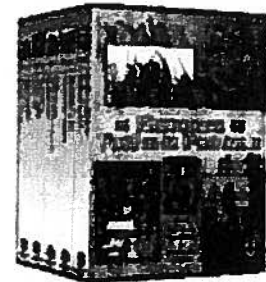
HISTORY'S TURNING POINTS II

This sequel to the best selling series History's Turning Points, continues with thirteen additional moments in time that changed the course of history. These docu-dramas, with dramatizations carried out at the actual sites of the events and some newly released historical footage, provide perspectives of these events that only visual interpretations of the latest in historical research can provide.

Fly with the Wright Brothers, storm the Bastille, learn about the creation of television and how Vietnam became the first televised war. A captivating journey into World History.

Program 1: The Plot To Kill Hitler
Program 2: Revolution In Paris
Program 3: Search for Troy
Program 4: Television Explosion
Program 5: The Rise of the Mob
Program 6: The Shot That Started The Great War
Program 7: The Spanish Armada

Program 8: The Incredible March
Program 9: The Battle of Britain
Program 10: The First Flight
Program 11: Napoleon Invades Russia
Program 12: Crisis In Korea
Program 13: The Battle for Vietnam



This title features: • English Subtitles for the Hearing Impaired • Educator's Guide • Convenient Menus
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Preview Video Clips Online at: www.ambrosevideo.com

HISTORY'S ANCIENT LEGACIES

History's Ancient Legacies: Pompeii "Lost cities and landmarks are revisited in a six-video series that ranges from Mesoamerica to ancient Britain to the pharaohs' Egypt" In this segment, computerized reconstruction, costumed reenactments, and glimpses of the extant ruins of Pompeii help reconstruct the 'model Roman town' of Pompeii at the time it was devastated by the volcanic eruption of Mt. Vesuvius in A.D. 79. These visual elements are interestingly intermixed in dissolves to describe the commercial significance of this thriving port, imagined views of the town as it was engulfed by hot rock and ash, and scenes of the ruins as they appear today. Lessons learned from the eruption of Mt. St. Helens in 1980 and the need to preserve what remains of Pompeii from today's weather, pollutants, and tourists are also issues that are raised in this production that makes vivid a historic event." — Booklist

Tailored for classroom use, this cutting-edge six part series is designed to motivate your students and jog their learning curves for Ancient History. Features include spectacular new location footage, living-history re-enactments, 3-D computer animation to recreate structures and scenes as they originally appeared, animated maps, and authoritative comments and analysis by historians and archaeologists.

Program 1: Pompeii

Program 2: Stonehenge

Program 3: The Aztecs and The Mayans

Program 4: Ancient Rome

Program 5: Hadrian's Wall

Program 6: The Great Pyramids

This title features: • Closed Captioned for the Hearing Impaired  • Educator's Guide Available • Convenient Menus
• Series of Six 25 minute programs on 3 DVDs (150 minutes total) • Series price \$149.99 • Copyright © 1998/2001 DVD Release



HISTORY'S ANCIENT LEGACIES II

The lost cities and temples of the ancient world are stunningly re-created with three-dimensional, computer-generated images in this marvelous antiquity lesson aimed at students and history buffs alike. A follow-up to an earlier series, the programs cover Carthage, the Roman Empire, Biblical Lands, and the Seven Wonders of the World. Expert analysis through both interviews and narration provides a context for presenting information on the Hanging Gardens of Babylon, the Temple of Artemis, Roman roads, numerous statues, and various architectural marvels. Modern footage showing the remains of these once-grand engineering feats lends a somewhat melancholy air while reinforcing sheer wonder at the ancient accomplishments. — Booklist

The lost cities and temples of the ancient world are stunningly recreated in this six-part series. Filmed on location, these six historical recreations feature colorful, illustrative 3D animation sequences. Authoritative comment and analysis provide a perfect introduction to the world's ancient empires. Through computer generated animation we can see how the lands of the Middle East, the monumental Seven Wonders of the ancient world, and the territories of the vast Roman Empire would have appeared long ago.

Program 1: Carthage


Program 2: The Biblical Lands

Program 3: The Seven Wonders of the Ancient World

Program 4: The Roman Empire in North Africa

Program 5: The Roman Empire in Northern Europe

Program 6: The Roman Empire in the Middle East

This title features: • Closed Captioned for the Hearing Impaired  • Educator's Guide Available • Convenient Menus
• Series of Six 25 minute programs on 3 DVDs (150 minutes total) • Series price \$149.99 • Copyright © 1998/2001 DVD Release



HISTORY'S ANCIENT LEGACIES III

The video illustrates this historical study with commentary by a variety of on site experts, historical reconstructions, computer animations, and artifacts. The narration is clear and easy to follow. Teachers may want to expand on some unfamiliar vocabulary and place names. — School Library Journal

Created to give students an atmospheric journey into ancient times, these programs focus on the significant history and cultures of six of the most influential civilizations of the ancient world. Viewers are instantly engaged by the remarkable on location footage of newly discovered artifacts and computer animated recreations of life in the ancient cities as the histories unfold through expert commentary and analysis. Teachers will find this series invaluable by virtue of its alignment to national curriculum standards.

Program 1: Japan


Program 2: India

Program 3: Dark Age England

Program 4: China

Program 5: The Celts

Program 6: Empires of America

This title features: • Closed Captioned for the Hearing Impaired  • Educator's Guide Available • Convenient Menus
• Series of Six 25 minute programs on 3 DVDs (150 minutes total) • Series price \$149.99 • Copyright © 2000/2001 DVD Release



AMERICA: DISCOVERY TO REVOLUTION

"An excellent choice for American history courses to promote class discussion." — School Library Journal

"This interesting production looks at an under reported part of our colonial history... Technical quality is good. Visuals include period art, illustrations, and maps, as well as moving footage from colonial recreation villages such as Plymouth Plantation and Jamestown Settlement. Sound is clear, and the narration is easily understood. This presentation gives students a good overview of an often-ignored part of our colonial history. It could be used in classes studying the colonial period, and is a good choice for middle level and secondary libraries." — School Journal

No race of men originated in the "New World"; they migrated over water or crossed a temporary land bridge from Asia. The Indians came as refugees from an Ice Age, the Spanish as conquerors, the French as traders, the English as settlers and religious freedom seekers. The Africans came in chains. This series of six programs traces that coming. It is the perfect complement to any class studying the Colonial Period.



Program 1: The Spanish Frontier

In terms of the occupation of North America, the 16th Century belonged to the Spanish. They explored as far as Kansas and California, while building bases in Florida and New Mexico. They saw what no other white man had seen. This program explores the cultural, political and geographic issues of this time.

Program 2: The French Frontier

Between 1603 and 1633, the French established themselves in Canada. Other exploits led to the Mississippi River and other New France territories. This program follows these exploits through to the wars of the 18th century.

Program 3: The Pilgrim Frontier

This program follows the Pilgrims, a group of religious outcasts. They left for the New World for none of the reasons that had motivated their predecessors, they left simply to sustain their way of life. The Mayflower Compact and the development of governing rules are studied.

Program 4: The Dutch Frontier

The Dutch were a colonial power in North America for a brief forty years. They landed in New York Harbor in 1624 and were ousted by the British in 1664, but many Dutch settlers remained, some taking on prominent commercial roles in America.

Program 5: The Puritan Frontier

In 1630 the Puritans founded Boston and spread throughout New England. These settlements succeeded because colonists came by the thousands during periods of crisis in England. This program also looks at Jamestown and the role of the Native American.

Program 6: The American Revolution

The story of the war and its causes is chronicled. The role of our fore-fathers is traced. The formation of this new country is observed with a keen eye to the contributions of the major European cultures.

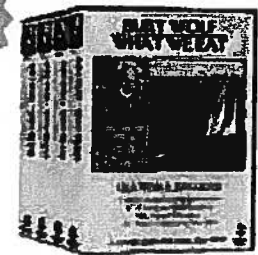
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BURT WOLF - WHAT WE EAT

As Seen
on Public
television

Burt Wolf was the first recipient of the James Beard Foundation Award for "Best Television Food Journalism," and has been nominated for two CableAce Awards and a national Emmy in connection with cultural history.

One cannot completely understand a history of the Americas or that history's relationship to the rest of the world without understanding the influence these forces had on humankind. The most significant influence was not that of politics or religion, but of the exchange of plants and animals between two worlds. This thirteen part series examines the explorations of Columbus and how they continue to affect our lives in ways we might never imagine.



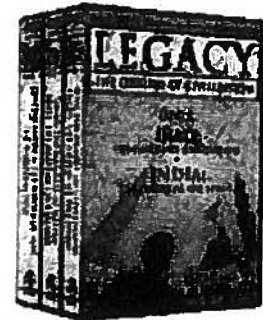
- HOW SWEET IT IS (The Story of Sugar)
- THE SEED OF LIFE (The Story of Corn)
- DOMESTICATED BLISS (The Story of Livestock in America)
- MILK'S LEAP TOWARD IMMORTALITY (The Story of Cheese)
- TIME TO PLAY KETCHUP (The Story of the Tomato)
- THE HAND THAT STIRRED THE POT (African Foods in the Americas)
- THIS SPUD'S FOR YOU (How the Potato Changed the World)
- WHEN MONEY GREW ON TREES (The Story of Chocolate)
- SOME LIKE IT HOT (The Story of Chili Peppers)
- TAKING THE HIGH GROUNDS (The Story of Coffee)
- HERE'S LOOKING AT YOU, KID (The Story of Wine in the Americas)
- SIMPLE PLEASURES (Mediterranean Foods in the Americas)
- CONNECTING THE DOTS (An Overview of the Consuming Passions Ignited by Columbus)

This title features: • English Subtitles for the Hearing Impaired
• Series of Thirteen 28 minute programs on 4 DVD's (364 minutes total) • Series price \$129.99 • Copyright © 2003 DVD Release

Preview Video Clips Online at: www.ambrosevideo.com



LEGACY: THE ORIGINS OF CIVILIZATION



"Visually stunning, well-researched...it's one journey in time you'll never regret taking."

— NY Daily News

Historian **Michael Wood** stands in the Iraqi desert amid crumbling ruins and arid desolation. This series traces the rise of Asian, Middle Eastern and Western civilization in one global perspective, reminding 21st century citizens that other nations prospered for thousands of years. Now all that remains is their legacy, present and influential in our own.

Program 1: Iraq: Cradle of Civilization

After thousands of years as a hunter/gatherer, man built the first cities 5,000 years ago on the banks of the Euphrates in southern Iraq. Civilization as we know it began, with cultures such as Ur, Nineveh and Babylon.

Program 2: India: The Empire of the Spirit

The traditions that are honored by millions of Hindus in the present were born in the Indus valley 5,000 years ago.

Program 3: Ancient Egypt: The Habit of Civilization

Ancient Egypt was the first great nation on earth and it endured for thousands of years. Ancient traditions come together in the Moslem culture that is the Middle East today.

Program 4: China: The Mandate of Heaven

Many breakthroughs on which the "modern" world is based were, in fact, discovered in China long before the West became aware of them...iron-casting, gunpowder, even printing.

Program 5: Central America: The Burden of Time

Isolated from the rest of the world, the Mayans and Aztecs created sophisticated civilizations that in many ways paralleled ancient Mediterranean empires.

Program 6: The Barbarian West

This program traces the origins of western culture through Greece and Rome and how it triumphed.

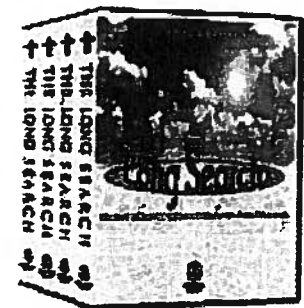
This title features: • English Subtitles for the Hearing Impaired

• Series of Six 60 minute programs on 3 DVDs (360 minutes total) • Series price \$129.99 • DVD Release Copyright © 2002



THE LONG SEARCH

AN AMERICAN FILM FESTIVAL RED RIBBON WINNER



"THE LONG SEARCH is a brilliant series that realizes the potential of television to be at once highly intelligent, thought-provoking, and beautifully creative!" — MEDIA & METHODS

Now on DVD! This sound and picture enhanced series has served as the basis of successful religious philosophy courses around the world. An American Film Festival Red Ribbon winner, the series gives a balanced treatment of a force that is sadly neglected in most educations, the basic beliefs of the major religions in the world today. This series has served as the basis of successful religious philosophy courses around the world.

- Protestant Spirit USA
- Buddhism: Footprint of the Buddha-India
- Catholicism: Rome, Leeds and the Desert
- Orthodox Christianity: The Rumanian Solution
- Religion in Indonesia: Way of the Ancestors
- Taoism: A Question of Balance - China
- Hinduism: 330 Million Gods

- Buddhism: Land of the Disappearing Buddha-Japan
- Islam: There is No God but God
- Judaism: The Chosen People
- African Religions: Zulu Zion
- Alternative Lifestyles in California: West Meets East
- Reflections on the Long Search

This title features: • English Subtitles for the Hearing Impaired

• Series of Thirteen 52 minute programs on 5 DVDs (676 minutes total) • Series price \$149.99 • DVD Release Copyright © 2001

THE GREAT ARTISTS

"Nice location footage and insightful commentary stand out in these solid introductions for high-school and public library collections. Other series titles similarly profile El Greco, Michelangelo, Rembrandt, and others." — Booklist

In this fourteen part series, art historian Tim Marlow explores the lives and works of the greatest artists in history. Digital filming of this series allows amazing close up views of the art masterpieces. DVD is extremely important to the visual arts, image clarity is unsurpassed. The art is brought to life in front of your eyes.

- BRUEGEL
- DURER
- EL GRECO
- GIOTTO
- LEONARDO
- MICHELANGELO
- RAPHAEL
- REMBRANDT
- RUBENS
- TITIAN
- TURNER
- VAN GOGH
- VELAZQUEZ
- VERMEER



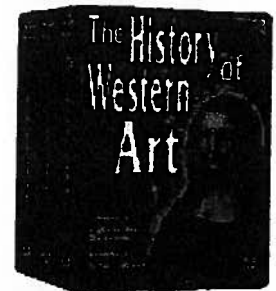
This title features: • English Subtitles for the Hearing Impaired
 • Series of Fourteen 25 minute programs on 5 DVDs (350 minutes total) • Series price \$79.99 • DVD Release Copyright © 2003

THE HISTORY OF WESTERN ART

"...this series offers a worthwhile overview for both art aficionados and students." — Booklist

This series of six programs presents a unique and masterly survey of both art and art history from the medieval era to the post-impressionist world. The series combines location footage, expert commentary, and in depth examinations of seminal works such as the *Mona Lisa*, *The Blue Boy*, *The Third of May* and *Gare St. Lazare*.

- LIGHT IN THE DARKNESS
- THE AGE OF SPLENDOR
- PASSION AND REVOLUTION
- A NEW DREAM
- REASON AND ENLIGHTENMENT
- A NEW VISION



This title features: • Closed Captioned for the Hearing Impaired
 • Educator's Guide Available
 • Series of Six 30 minute programs on 3 DVDs (180 minutes total) • Series price \$99.99 • DVD Release Copyright © 2000

THE NUDE IN ART

"Continuing Tim Marlow's thoughtful history of the nude in art with a trip to Florence and a quick study of the Renaissance. It's basic stuff but not stupid and it's a joy to see a program on art that is both intelligent and intelligible. Marlow has talent, which helps." — Time Out

If there is one genre of art that seems to have played a greater role than any other, it is the nude. For at least 30,000 years, humans have represented the naked form in a variety of ways. From the ideal to the real, the Romantic to the Surrealist, there has been almost no end of works devoted to the unclothed human body. This four part series will examine those artworks, the societies that produced them and the artists that made them. The DVD presentation enhances the stunning visual quality of these classic masterpieces.

THE CLASSICAL

This program examines art such as *The Venus de Milo* and the *Venus of Willendorf*. Through images such as these, we can learn why man first illustrated the human body in these specific ways.

THE ENLIGHTENMENT

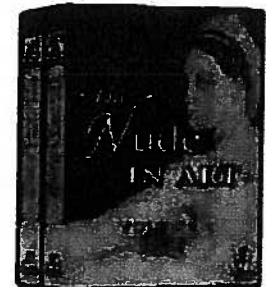
The naked form took on many different uses. For some, it represented virtue, for others, vice. It was used to shock, to coerce, to titillate, to impress, and to instruct.

THE RENAISSANCE

A lively visual journey illustrating how the Christian idea of nudity - associated with sin - was replaced with the idea of nudity symbolizing beauty and sensuality. Features significant works of Botticelli, Michelangelo, and Giotto.

THE MODERN

The 20th century changed everything. Emotional truth overcame physical realism. With photography and film, nothing seemed beyond the artists' interest or capabilities.



This title features: • English Subtitles for the Hearing Impaired
 • Series of Four 25 minute programs on 2 DVDs (100 minutes total) • Series price \$39.99 • DVD Release Copyright © 2003

ART OF THE NETHERLANDS

"Excellent choices for high-school and college art students and public library patrons. The DVD version contains chapter breaks." — Booklist

These are the stories of men of genius whose work has captivated and thrilled generations of people all over the world. This six part series chronicles the life, times and work of true masters of the art world. The series highlights important events in each artist's life and explores their stylistic trademarks, while providing detailed explanations of the techniques which sealed their reputations.

- BOSCH
- BRUEGEL
- REMBRANDT
- RUBENS
- VAN DYCK
- VERMEER



This title features: • Closed Captioned for the Hearing Impaired **CC** • Educator's Guide Available
 • Series of Six 25-minute programs on 3 DVDs (150 minutes total) • Series price \$99.99 • DVD Release Copyright © 2000

THE SHOCK OF THE NEW

"Hughes has proven himself to be a wonderful teacher—sharp, individualistic and clear. Agree or disagree, you will not be bored." — NY Times

This eight part series is written and presented by Robert Hughes, art critic and senior writer for Time. He draws on a wealth of documentary materials from the archives of the BBC, including rare footage and interviews with figures such as Henri Matisse, Pablo Picasso, le Corbusier, Max Ernst, Francis Bacon and Jackson Pollock.

CULTURE AS NATURE

Pop art explodes onto the scene.

THE MECHANICAL PARADISE

The period 1870-1914 was one of the hinge points of Western culture. Its emblem, the Eiffel Tower, symbolized the reign of the engineer, the inventor.

THE LANDSCAPE OF PLEASURE

The South of France became a generator of color-filled images of well-being that permeated the work of Monet, Cezanne and other Impressionists.

THE FUTURE THAT WAS

We sit at the end of a cycle.

THE POWERS THAT BE

Dada and Expressionism were set against the collapse of Germany after World War I.

TROUBLE IN UTOPIA

The glass palaces of German architects gave way to the functionalists.

THE THRESHOLD OF LIBERTY

Surrealism was the last revolutionary art movement of the 20th century. Dali, Miro and Magritte were striving to liberate the unconscious mind.

THE VIEW FROM THE EDGE

Figurative Expressionism was ruined by the realities of the Nazi death camps.



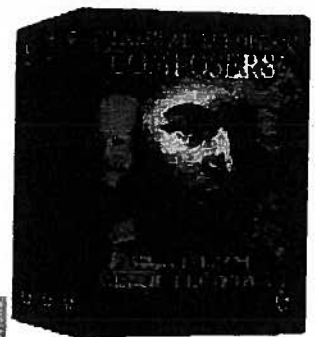
• Series of Eight 52-minute programs on 4 DVDs (416 minutes total) • Series price \$99.99 • DVD Release Copyright © 2001

CLASSICAL EUROPEAN COMPOSERS

"A worthwhile addition to collections needing basic yet comprehensive coverage of these composers." — School Library Journal

Classical European Composers is a musical biography six part series exploring the lives, works and influences of the world's greatest European Composers.

- BACH
- BEETHOVEN
- HANDEL
- HAYDN
- MOZART
- VIVALDI



This title features: • Closed Captioned for the Hearing Impaired **CC** • Educator's Guide Available
 • Series of Six 25-minute programs on 3 DVDs (150 minutes total) • Series price \$99.99 • DVD Release Copyright © 2001

GREAT AMERICAN AUTHORS: SINCE 1650

"Difficult as it might be to compile a universally accepted roster of 'great' contributors to all elements of American literature, the producers of this impressive anthology may have accomplished just that... An affordable, comprehensive, and valuable series." — School Library Journal

"This useful, well-organized introduction to American literature effectively recaps important literary periods and authors." — Booklist

Presented by **Jane Kaczmarek**, *Great American Authors: Since 1650* presents the rich, literary tradition of American storytelling...No country has produced a more impressive group of writers in a shorter period of time than America. It has been an incredible journey of finding the nation's voice, beginning with the first colonists in the 17th century to a small cadre of brilliant, 19th century, New England writers who defined the unique American experience and soul, to the whole country speaking out in the 20th Century against war, poverty, racism and alienation. Featuring such greats as Poe...Dickenson...Twain...Alcott... Hemingway..Wolfe...Steinbeck...Vonnegut and Morrison, this eight part series presents the lives and literary output of over 60 of America's most read authors. Designed for literary enthusiasts and history buffs alike.Great American Authors: Since 1650 is a must for every 21st century library and classroom. Authors are presented in concise, stand-alone clips, in chronological order.



Program 1: 1650 - 1845

- 1650** - Anne Bradstreet, America's First Poet
- 1702** - Cotton Mather Publishes *The Ecclesiastical History of New England*
- 1773** - Phillis Wheatley Becomes America's First Black Woman Poet
- 1819** - Washington Irving Publishes *Rip Van Winkle*
- 1826** - James Fenimore Cooper Publishes *Last of the Mohicans*
- 1836** - Ralph Waldo Emerson Initiates American Transcendentalism with *Nature*
- 1845** - Edgar Allen Poe Publishes *The Raven*

Program 2: 1846 - 1855

- 1849** - Henry David Thoreau Originates America's Proud History of Civil Disobedience
- 1850** - Nathaniel Hawthorne Writes *The Scarlet Letter*
- 1851** - Herman Melville's *Moby Dick* is Published
- 1852** - Emily Dickinson Publishes First Poem
- 1852** - Harriet Beecher Stowe Writes *Uncle Tom's Cabin*
- 1855** - Frederick Douglass Publishes *My Bondage and My Freedom*
- 1855** - Walt Whitman Publishes *Leaves of Grass*
- 1855** - Henry Wadsworth Longfellow Writes *The Song of Hiawatha*

Program 3: 1856 - 1906

- 1868** - Louisa May Alcott Writes *Little Women*
- 1878** - Henry James Writes *Daisy Miller*
- 1885** - Mark Twain Publishes *The Adventures of Huckleberry Finn*
- 1906** - The Whole Country Speaks
- 1906** - Upton Sinclair's Novel *The Jungle* is Published

Program 4: 1907 - 1925

- 1913** - Poet William Carlos Williams Publishes His First Book of Poems, *The Tempers*
- 1914** - Carl Sandburg Publishes his Poem *Chicago*
- 1920** - Edith Wharton Wins a Pulitzer Prize for *The Age of Innocence*
- 1922** - The Innovators: e. e. cummings, Ezra Pound, T.S. Eliot and Henry Miller
- 1923** - Robert Frost Publishes *Stopping by Woods on a Snowy Evening*
- 1925** - F. Scott Fitzgerald Writes *The Great Gatsby*

Program 5: 1926 - 1939

- 1929** - Thomas Wolfe Writes *Look Homeward Angel*
- 1929** - William Faulkner Showcases the South with *The Sound and the Fury*
- 1930** - Sinclair Lewis Becomes the First American to Win the Nobel Prize for Literature
- 1931** - Pearl Buck Writes *The Good Earth*
- 1936** - Playwright Eugene O'Neill Wins Nobel Prize for Literature
- 1939** - Steinbeck Writes *The Grapes of Wrath*

Program 6: 1940 - 1949

- 1940** - Ernest Hemingway's *For Whom the Bell Tolls* is Published
- 1941** - James Thurber Writes *The Secret Life of Walter Mitty*
- 1947-1953** - Robert Heinlein, Ray Bradbury and Isaac Asimov Usher in the Era of Popular Science Fiction
- 1948** - Tennessee Williams Wins His First Pulitzer Prize for *A Street Car named Desire*
- 1949** - Arthur Miller Produces *Death of a Salesman*

Program 7: 1950 - 1957

- 1950** - Gwendolyn Brooks Wins the Pulitzer Prize
- 1951** - Salinger and Plath Set the Stage for the Baby Boomer Generation
- 1952** - Ralph Ellison and James Baldwin Speak for the American Black Male
- 1957** - Jack Kerouac Begins the Beat Generation in American Literature
- 1957** - Dr. Seuss Writes *The Cat in the Hat*

Program 7: 1958 to Present

- 1959** - Lorraine Hansberry's Play *A Raisin in the Sun* is Produced
- 1961** - Joseph Heller Writes *Catch-22*
- 1966** - Truman Capote Writes *In Cold Blood*
- 1969** - Kurt Vonnegut Writes *Slaughterhouse Five*
- 1982** - John Updike's *Rabbit is Rich* Wins Pulitzer Prize for Literature
- 1989** - Asian American Amy Tan Publishes *The Joy Luck Club*
- 1993** - Toni Morrison, Alice Walker and August Wilson Redefine the Black Experience
- 2007** - Cormac McCarthy Wins the Pulitzer Prize for *The Road*

This title features: • Closed Captioned for the Hearing Impaired  • Spanish Subtitled • Educator's Guide • Documents • Timeline • Graphics • Blackline Master Quiz • Gallery of Authors • Recommended Reading Lists

• Series of Eight 30 minute programs on 4 DVDs (240 minutes total) • Series price \$129.99 • Copyright © 2007

Preview Video Clips Online at: www.ambrosevideo.com

THE BBC SHAKESPEARE PLAYS

"37 Shakespeare plays originally released on video and now available on DVD, the sampled title, Romeo and Juliet, is stunning. Leading a stellar cast, esteemed actor Sir John Gielgud introduces William Shakespeare's best-know tragedy and one of the greatest love stories of all-time... Set backdrops and costumes are amazingly detailed with every subtle clothing hue and textile texture brought to life. As well, the stage sets and characters seem to "pop off" the screen in a 3-D effect. The complete script (that remains true to Shakespeare's original play) is included in a Word document for downloading. The original videos (released from 1978 through 1984) are classics, and the DVD titles are remarkable. This entire Shakespeare series ...is highly recommended for both school and public library literature collections." — Booklist



Featuring some of Britain's most distinguished theatrical talent these DVD's are an ideal choice for libraries, literature classes, and for continuing personal enjoyment. We have taken special care to digitally restore the masters, now over twenty years old, for a viewing experience that can only be offered on DVD.

ALL'S WELL THAT ENDS WELL

Helen Mirren, Brian Stimer

ANTONY AND CLEOPATRA *

Jane Lapotaire

AS YOU LIKE IT *

Ian Charleson, Angela Down, Celia Johnson

THE COMEDY OF ERRORS

Roger Daltry

CORIOLANUS *

Alan Howard, Irene Worth

CYMBELINE

Claire Bloom, Helen Mirren

HAMLET *

Derek Jacobi, Patrick Stewart, Eric Porter

HENRY IV PART I *

Jon Finch, Anthony Quayle

HENRY IV PART II *

Jon Finch, Anthony Quayle

HENRY V *

Julian Glover

HENRY VI PART I

Peter Benson, Trevor Peacock

HENRY VI PART II

Peter Benson, Julia Foster

HENRY VI PART III

Peter Benson, Bernard Hill

HENRY VIII

John Stride, Julian Glover

JULIUS CAESAR *

Richard Pasco, Keith Michell

KING JOHN

KING LEAR *

Michael Hordern, John Shrapnel

LOVE'S LABOUR'S LOST

MACBETH *

Nicol Williamson, Jane Lapotaire

MEASURE FOR MEASURE

Kate Nelligan

THE MERCHANT OF VENICE *

Warren Mitchell, Gemma Jones

THE MERRY WIVES OF WINDSOR

Ben Kingsley, Richard Griffiths

A MIDSUMMER NIGHT'S DREAM *

Helen Mirren, Peter McEnery

MUCH ADO ABOUT NOTHING

Robert Lindsay, Cherie Lunghi

OTHELLO *

Anthony Hopkins, Bob Hoskins

PERICLES

Mike Gwilym, Amanda Redman

RICHARD II *

Derek Jacobi, Sir John Gielgud

RICHARD III *

Michael Byrne, Brian Protheroe

ROMEO AND JULIET *

Alan Rickman, Sir John Gielgud

THE TAMING OF THE SHREW *

John Cleese

THE TEMPEST *

Christopher Guard, Michael Hordern

TIMON OF ATHENS *

Jonathan Pryce, John Shrapnel

TITUS ANDRONICUS *

Eileen Atkins, Trevor Peacock

TROILUS AND CRESSIDA

Anton Lesser, Suzanne Burden

TWELFTH NIGHT

Alec McCowen, Felicity Kendall

TWO GENTLEMEN OF VERONA

John Hudson, Joanne Pearce

THE WINTER'S TALE

Jeremy Kemp, Margaret Tyzack

*Play has English Subtitles for the Hearing Impaired.

• COMPLETE WORKS (Series of 37 plays on 37 DVDs) • Series price \$1499.99 • Individual Price \$49.99 • DVD Release Copyright © 2000

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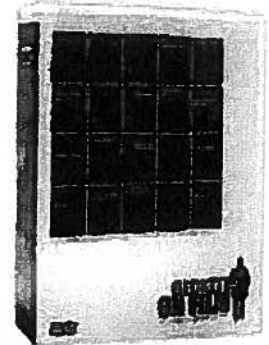
BECKETT ON FILM

- ENTERTAINMENT WEEKLY, TOP 10 DVDS OF THE YEAR - DEC. 2002 -
- RATED ONE OF "THE BEST DVD'S OF 2002" BY THE NEW YORK TIMES -
- VIDEO STORE MAGAZINE - EDITOR'S PICK

"In the minds of most television viewers and moviegoers, the name Samuel Beckett comes with unmistakable aura of homework. But all the energy, comedy and piercing sadness that make Beckett great are on display in 'Beckett on Film', a project that brings his 19 stage plays to the screen, translated into works of pure cinema by an amazing lineup of directors and actors." — Caryn James, NEW YORK TIMES

"Since no theatergoer has ever left a Beckett play without thinking, at least once, 'What was that?' the opportunity this collection provides to find out by repeated viewings makes it an utter treasure."

— Mark Harris, ENTERTAINMENT WEEKLY



The first ever cinematic screening of all 19 of Samuel Beckett's plays. The acclaimed Beckett on Film project brings together some of the most distinguished directors and actors working today. Directors include Atom Egoyan, Damien Hirst, Neil Jordan, Conor McPherson, Damian O'Donnell, David Mamet, Anthony Minghella, Karel Reisz and Patricia Rozema. The exceptional acting talent involved includes Michael Gambon, the late Sir John Gielgud, John Hurt, Jeremy Irons, Julianne Moore, Harold Pinter, Alan Rickman and Kristen Scott Thomas.

Probably the most significant Irish playwright of the 20th century, Beckett has influenced generations of directors and talent in film, television and theatre.

Several of the films from the Beckett on Film Project have been exhibited at international film festivals around the world including New York, Toronto and Venice.

- Waiting for Godot (running time: 2 hours)
- Not I (running time: 14 minutes)
- Rough for Theatre I (running time: 20 minutes)
- Ohio Impromptu (running time: 12 minutes)
- Krapp's Last Tape (running time: 58 minutes)
- What Where (running time: 12 minutes)
- Footfalls (running time: 28 minutes)
- Come and Go (running time: 8 minutes)
- Act Without Words I (running time: 16 minutes)
- Happy Days (running time: 1 hour 19 minutes)
- Catastrophe (running time: 7 minutes)
- Rough for Theatre II (running time: 30 minutes)
- Breath (running time: 45 seconds)
- That Time (running time: 20 minutes)
- Endgame (running time: 1 hour 24 minutes)
- Act Without Words II (running time: 11 minutes)
- A Piece of Monologue (running time: 20 minutes)
- Play (running time: 16 minutes)
- Rockaby (running time: 14 minutes)

This title features: • 52 minute Documentary on the making of the Beckett on Film Project • 40-page full-color book with background on all 19 plays

• Series of Nineteen plays on 4 DVDs (10 hours, 21 minutes total) • Giftbox Set \$149.99 • Copyright © 2002

SHAKESPEARE: THE ANIMATED TALES

WINNER OF 3 EMMY AWARDS!

"Although the series will probably be used by senior high students who won't want to read the play, these abridgments are better than Cliffs Notes, and may be the only Shakespeare that many kids will be exposed to in their early years. So while the lover of literature in me cringes at the lost scenes in the animated tales, the practical side of me is thankful that condensed (but not watered-down) Shakespeare will be available to a much wider audience. Highly recommended." 3 1/2 STARS — Video Librarian

"A sumptuous collection for both students and adults." — BOOKLIST (Booklist Awarded this a rare STAR!)

Recreated in an amazing myriad of innovative techniques, these exceptional animated stories have been designed to introduce all ages to some of Shakespeare's most popular works. Each play has been animated in its own unique style by the exceptional talents of the leading directors of Russia's Christmas Films. Actors from the Royal Shakespeare Company, including Antony Sher, Joss Ackland and Jenny Agutter, provide voices for the characters which were recorded and produced by BBC Wales.

- THE TEMPEST
- A MIDSUMMER NIGHT'S DREAM
- AS YOU LIKE IT
- HAMLET
- JULIUS CAESAR
- KING RICHARD III

- ROMEO AND JULIET
- OTHELLO
- THE WINTERS TALE
- MACBETH
- THE TAMING OF THE SHREW
- TWELFTH NIGHT









This title features: • English Subtitles for the Hearing Impaired

• Series of Twelve plays on 4 DVDs (300 minutes total) • Series price \$79.99 • DVD Release Copyright © 2004

Preview Video Clips Online at: www.ambrosevideo.com

DVD Programs For Every Month

<p>January</p> <p>National Science Bowl</p> <ul style="list-style-type: none"> •Core Astronomy •Core Biology •Core Chemistry •Core Geology •Core Meteorology •Core Physics •Global Warming: Science and Solutions •Global Warming: The Rising Storm •Life After Oil •Turning Points in the Physical Sciences 	<p>February</p> <p>Black History Month</p> <ul style="list-style-type: none"> •A History of Black Achievement in America •Slavery and the Making of America <p>3rd Monday-President's Day (Washington & Lincoln)</p> <ul style="list-style-type: none"> •18th Century Turning Points in U.S. History •19th Century Turning Points in U.S. History 	<p>March</p> <p>Women's History Month</p> <ul style="list-style-type: none"> •A History of Women's Achievement in America <p>Greek Heritage Month</p> <ul style="list-style-type: none"> •Ancient History: Greek Accomplishments •Ancient History: The Greek City-State & Democracy 
<p>April</p> <p>National Poetry Month</p> <ul style="list-style-type: none"> •Great American Authors: Since 1650 <p>4/12/1861-Civil War Begins</p> <ul style="list-style-type: none"> •America's National Monuments: Historic South <p>4/22 Earth Day</p> <ul style="list-style-type: none"> •Glaciers and Icecaps: The Melting •Global Warming series •Life After Oil <p>4/23 W. Shakespeare's Birthday</p> <ul style="list-style-type: none"> •BBC Shakespeare Plays 	<p>May</p> <p>Asian Pacific American Heritage Month</p> <ul style="list-style-type: none"> •A History of Chinese Achievement in America <p>Memorial Day</p> <ul style="list-style-type: none"> •A Complete History of U.S. Wars: 1700-2004 <p>5/1 Law Day</p> <ul style="list-style-type: none"> •History of the U.S Constitution: 1619-2005 •The Supreme Court 	<p>June</p> <p>6/2 Italian Independence Day</p> <ul style="list-style-type: none"> •Ancient History: Rome Reexamined <p>6/6/1943 D-Day</p> <ul style="list-style-type: none"> •20th Century Turning Points in U.S. History <p>6/14 Flag Day</p> <ul style="list-style-type: none"> •18th Century Turning Points in U.S. History
<p>July</p> <p>7/4 Independence Day</p> <ul style="list-style-type: none"> •History of the U.S. Constitution: 1619-2005 •18th Century Turning Points in U.S. History •The Supreme Court 	<p>August</p> <p>National Back to School Month</p> <p>Be prepared look for our new catalog in your mail!</p>  	<p>September</p> <p>Hispanic Heritage Month Sept 15-Oct 15</p> <ul style="list-style-type: none"> •A History of Hispanic Achievement in America <p>Sept 17th Constitution Day</p> <ul style="list-style-type: none"> •History of the U.S. Constitution: 1619-2005 <p>9/24/1906-National Monument Act</p> <ul style="list-style-type: none"> •America's National Monuments: Legacy of the Great Plains •America's National Monuments: Historic South
<p>October</p> <p>National Book Month</p> <ul style="list-style-type: none"> •Great American Authors: Since 1650 <p>2nd Monday Columbus Day</p> <ul style="list-style-type: none"> •A History of Hispanic Achievement in America •16th & 17th Century Turning Points in U.S. History 	<p>November</p> <p>American Indian Heritage Month</p> <ul style="list-style-type: none"> •A History of American Indian Achievement •Ancient History: The Mound Builders •Ancient History: The Anasazi •America's National Monuments: Legacy of the Great Plains: Sioux Indian Wars <p>Nov 11th Veterans Day</p> <ul style="list-style-type: none"> •A Complete History of U.S. Wars: 1700-2004 	<p>December</p> <p>12/7/1941 Pearl Harbor Remembrance Day</p> <ul style="list-style-type: none"> •A Complete History of U.S. Wars: 1700-2004 •20th Century Turning Points in U.S. History 



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