

# Undergraduate Bulletin

2006-2008



<http://www.sandiego.edu>



## President's Message

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Dear Reader,

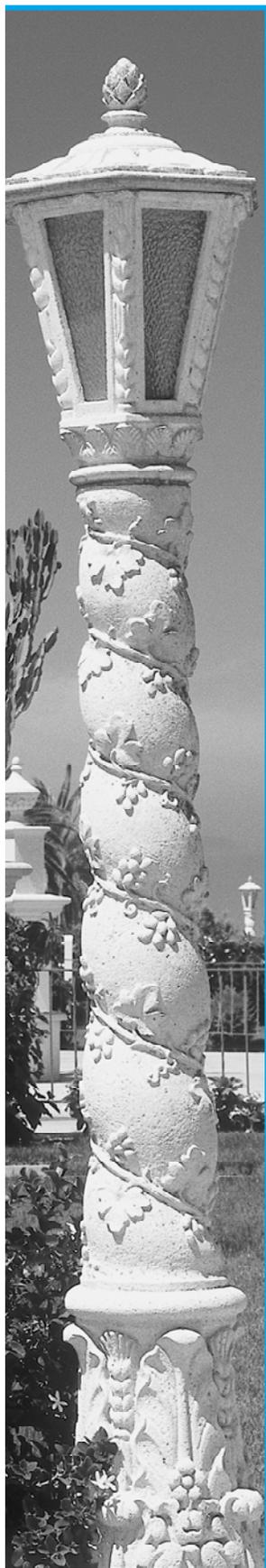
I hope that you will enjoy the University of San Diego *Undergraduate Bulletin*, and that it will provide you with useful information about the University, its mission and goals, its faculty, and its academic programs and policies. The *Bulletin* provides a window through which the academic activities and resources of the University can be seen. Every department and school that provides undergraduate instruction has presented a summary of its courses, degree requirements, curriculum recommendations, and a list of full-time faculty. Most of your academic questions can be answered by reviewing this document carefully.

What can't be printed on these pages is the extraordinary spirit of community and intellectual curiosity that characterizes this university. The interest and concern shown by the faculty for the development and education of the students, their dedication to scholarship, and the academic potential of the students for genuine achievement, are as much a part of the University as the formal list of courses and programs.

Welcome to the University of San Diego!

A handwritten signature in black ink that reads "Mary E. Lyons". The signature is written in a cursive, flowing style.

Mary E. Lyons, Ph.D.



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**Reservation of the Right to Modify**

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings, and financial charges as announced in this *Bulletin* or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete, or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, and course content, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

This *Undergraduate Bulletin* was printed on March 1, 2006, and covers programs, policies, calendars, courses and course content, and fees in effect as of September 1, 2006. For changes that have occurred since then, please log on to <http://www.sandiego.edu>.

This *Bulletin* is a publication of the Office of Academic Publications and the Office of the Provost.

# General Information



## Communications

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

**Vice President for Finance and Administration**  
All financial matters.

**Vice President for Student Affairs**  
Student affairs, student activities.

**Vice President for University Relations**  
Contributions and bequests, information about University events, alumni/ae affairs.

**Dean, College of Arts and Sciences**  
General academic policy and programs and degree programs within the College.

**Dean, School of Business Administration**  
Accountancy, business administration, economics, and engineering programs.

**Dean, School of Leadership and Education Sciences**  
Credential programs, graduate programs in education.

**Dean, Hahn School of Nursing and Health Science**  
Nursing programs.

**Director, Career Services**  
Career information and job interviews for students and alumni/ae.

**Director, Continuing Education**  
Information pertaining to continuing education.

**Director, Disability Services**  
Disability verification information, available support services and accommodations.

**Director, Educational Opportunity Program**  
Information on Educational Opportunity Program.

**Director, Financial Aid**  
Scholarships, financial aid, grants, loans, student employment.

**Director, Honors Program**  
Information on Honors Program curriculum and admission.

**Director, Housing**  
Housing accommodations.

**Director, Special Sessions**  
Information pertaining to Summer Sessions and Intersession.

**Director, Admissions**  
Admissions procedures and campus visits.

**Registrar**  
Student records and transcripts.

**Programs Coordinator, Study Abroad**  
Information pertaining to Study Abroad Programs in the College of Arts and Sciences.

**Mailing address:**  
University of San Diego  
5998 Alcalá Park  
San Diego, California 92110-2492

**Telephone:** (619)260-4600

**Web site:** <http://www.sandiego.edu>

## 2006 Fall Semester

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**Saturday, September 2 – Wednesday, September 6**

New Student Orientation – Torero Days

**Sunday, September 3**

New Student/Parent Mass

**Monday, September 4**

Labor Day holiday (offices closed; no classes)

**Wednesday, September 6**

Competency Examination: Foreign Languages

**Thursday, September 7**

Classes begin

**Wednesday, September 13**

Final registration/fee payment deadline without penalty

**Thursday, September 14**

Late registration fee begins

Mass of The Holy Spirit

**Monday, September 18**

Last day to enroll in classes

**Wednesday, September 20**

Deadline 100% tuition refund

**Wednesday, September 27**

Deadline 90% tuition refund

**Monday, October 2**

Financial aid applications for January Intersession available

**Wednesday, October 4**

Deadline 80% tuition refund

**Wednesday, October 11**

Deadline 70% tuition refund

**Monday, October 16**

Deadline to pay Competency Examination fee

**Friday, October 20**

Fall Holiday (no classes)

**Monday, October 23 – Friday, October 27**

Online class reservation for Intersession 2007 (five days only; see Tuesday, October 31 for walk-in registration for Intersession 2007)

**Wednesday, October 25**

Deadline 60% tuition refund

**Monday, October 30**

Mid-term grades due

**Tuesday, October 31**

Walk-in registration begins for Intersession 2007

**Wednesday, November 1**

Deadline 50% tuition refund

Priority deadline for January Intersession financial aid applications

**Friday, November 3**

Deadline to select grade or Pass/Fail option

**Saturday, November 4**

Competency Examination: Mathematics

**Monday, November 6**

Class reservation begins for Spring 2007

**Saturday, November 11**

Competency Examinations: Logic, Lower-division and Upper-division English

**Wednesday, November 15**

Last day to withdraw from classes

Deadline for removal of Incompletes from prior semester/Summer Sessions

**Thursday, November 23 – Friday, November 24**

Thanksgiving holiday (offices closed; no classes)

**Friday, December 15**

Last day of classes

Last day to petition for January 2008 graduation

NROTC Commissioning Ceremony

**Monday, December 18 – Friday, December 22**

Final examinations

## 2007 Intersession (optional)

### Wednesday, January 3

First day of Intersession classes

### Tuesday, January 23

Last day of Intersession classes

See the 2007 *Intersession Bulletin* for specific courses, dates, and registration procedures.

## 2007 Spring Semester

### Thursday, January 25 – Saturday, January 27

New Student Orientation

### Friday, March 16

Deadline 60% tuition refund

### Friday, January 26

Competency Examination: Foreign Languages

### Saturday, March 17

Priority deadline for Summer Sessions 2007 financial aid applications

### Monday, January 29

Classes begin

### Monday, March 19

Deadline to pay Competency Examination fee

### Thursday, February 1

Financial aid applications for Summer Sessions 2007 available

### Monday, March 19 – Friday, March 23

Online class reservation for Summer Sessions 2007 (five days only; see Tuesday, March 27 for walk-in registration for Summer Sessions 2007)

### Friday, February 2

Final registration/fee payment deadline without penalty

### Wednesday, March 21

Mid-term grades due

### Saturday, February 3

Late registration fee begins

### Friday, March 23

Deadline 50% tuition refund

### Wednesday, February 7

Last day to enroll in classes

### Tuesday, March 27

Walk-in registration begins for Summer Sessions 2007

### Thursday, February 8

All Faith Service

### Wednesday, March 28

Deadline to select grade or Pass/Fail option

### Friday, February 9

Deadline 100% tuition refund

### Monday, April 2 – Monday, April 9

Easter/Spring Break (no classes; offices closed on Friday, April 6)

### Friday, February 16

Deadline 90% tuition refund

### Tuesday, April 10

Class reservation begins for Fall 2007

### Friday, February 23

Deadline 80% tuition refund

### Friday, April 13

Last day to withdraw from classes  
Deadline for removal of Incompletes from prior semester/Intersession

### Friday, March 2

Deadline 70% tuition refund  
Priority deadline for USD financial aid applications for 2007-2008 fall and/or spring semesters for new (freshmen and transfer) undergraduate students  
Priority deadline for USD financial aid applications for 2007-2008 fall and/or spring semesters for continuing undergraduate students

### Saturday, April 14

Competency Examination: Mathematics

**Saturday, April 28**

Competency Examinations: Logic, Lower-division  
and Upper-division English

**Tuesday, May 8**

Honors Convocation

**Monday, May 14**

Last day of classes

Last day to petition for May/August 2008 graduation

**Tuesday, May 15**

Study period

**Wednesday, May 16 – Tuesday, May 22**

Final examinations

**Friday, May 25**

NROTC Commissioning Ceremony

**Saturday, May 26 – Sunday, May 27**

Commencements

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## 2007 Summer Sessions (optional)

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**Monday, June 4**

First day of first session

**Friday, August 24**

Last day of last session

See the *2007 Summer Sessions Bulletin* for specific courses, dates, and registration procedures.

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## 2007 Fall Semester

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**Thursday, August 16**

Final registration/fee payment deadline without penalty

**Tuesday, September 18**

Deadline 100% tuition refund

**Friday, August 17**

Late registration fee begins

**Tuesday, September 25**

Deadline 90% tuition refund

**Saturday, September 1 – Tuesday, September 4**

New Student Orientation – Torero Days

**Monday, October 1**

Financial aid applications for January Intersession  
available

**Sunday, September 2**

New Student/Parent Mass

**Tuesday, October 2**

Deadline 80% tuition refund

**Monday, September 3**

Labor Day holiday (offices closed; no classes)

**Monday, October 8**

Deadline to pay Competency Examination fee

**Tuesday, September 4**

Competency Examination: Foreign Languages

**Tuesday, October 9**

Deadline 70% tuition refund

**Wednesday, September 5**

Classes begin

**Friday, October 19**

Fall Holiday (no classes)

**Thursday, September 13**

Mass of The Holy Spirit

**Monday, October 22 – Friday, October 26**

Online class reservation for Intersession 2008 (five days  
only; see Tuesday, October 30 for walk-in registration  
for Intersession 2008)

**Friday, September 14**

Last day to enroll in classes

**Tuesday, October 23**  
Deadline 60% tuition refund

**Friday, October 26**  
Mid-term grades due

**Saturday, October 27**  
Competency Examination: Mathematics

**Tuesday, October 30**  
Deadline 50% tuition refund  
Walk-in registration begins for Intersession 2008

**Thursday, November 1**  
Priority deadline for January Intersession financial aid applications

**Friday, November 2**  
Deadline to select grade or Pass/Fail option

**Saturday, November 3**  
Competency Examinations: Logic, Lower-division and Upper-division English

**Monday, November 5**  
Class reservation begins for Spring 2008

**Tuesday, November 13**  
Last day to withdraw from classes  
Deadline for removal of Incompletes from prior semester/Summer Sessions

**Wednesday, November 21 – Friday, November 23**  
Thanksgiving holiday (no classes; offices closed Thursday, November 22 – Friday, November 23)

**Friday, December 14**  
Last day of classes  
Last day to petition for January 2009 graduation

**Monday, December 17 – Friday, December 21**  
Final examinations

**Friday, December 21**  
NROTC Commissioning Ceremony

## 2008 Intersession (optional)

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**Thursday, January 3**  
First day of Intersession classes

**Wednesday, January 23**  
Last day of Intersession classes

See the 2008 *Intersession Bulletin* for specific courses, dates, and registration procedures.

## 2008 Spring Semester

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**Wednesday, January 16**  
Final registration/fee payment deadline without penalty

**Wednesday, February 6**  
Last day to enroll in classes

**Thursday, January 17**  
Late registration fee begins

**Thursday, February 7**  
All Faith Service

**Thursday, January 24 – Saturday, January 26**  
New Student Orientation

**Friday, February 8**  
Deadline 100% tuition refund

**Friday, January 25**  
Competency Examination: Foreign Languages

**Friday, February 15**  
Deadline 90% tuition refund

**Monday, January 28**  
Classes begin

**Friday, February 22**  
Deadline 80% tuition refund

**Friday, February 1**  
Financial aid applications for Summer Sessions 2008 available

**Friday, February 29**  
Deadline 70% tuition refund

**Monday, March 3**

Priority deadline for USD financial aid applications for 2008-2009 fall and/or spring semesters for new (freshmen and transfer) undergraduate students  
 Priority deadline for USD financial aid applications for 2008-2009 fall and/or spring semesters for continuing undergraduate students

**Monday, March 10 – Friday, March 14**

Online class reservation for Summer Sessions 2008 (five days only; see Tuesday, March 25 for walk-in registration for Summer Sessions 2008)

**Friday, March 14**

Deadline 60% tuition refund

**Monday, March 17**

Priority deadline for Summer Sessions 2008 financial aid applications  
 Deadline to pay Competency Examination fee

**Monday, March 17 – Monday, March 24**

Easter/Spring Break (no classes; offices closed on Friday, March 21)

**Friday, March 21**

Deadline 50% tuition refund

**Tuesday, March 25**

Mid-term grades due  
 Walk-in registration begins for Summer Sessions 2008

**Monday, March 31**

Deadline to select grade or Pass/Fail option

**Tuesday, April 1**

Class reservation begins for Fall 2008

**Friday, April 4**

Last day to withdraw from classes  
 Deadline for removal of Incompletes from prior semester/Intersession

**Saturday, April 5**

Competency Examination: Mathematics

**Saturday, April 19**

Competency Examinations: Logic, Lower-division and Upper-division English

**Tuesday, May 6**

Honors Convocation

**Monday, May 12**

Last day of classes  
 Last day to petition for May/August 2009 graduation

**Tuesday, May 13**

Study period

**Wednesday, May 14 – Tuesday, May 20**

Final examinations

**Friday, May 23**

NROTC Commissioning Ceremony

**Saturday, May 24 – Sunday, May 25**

Commencements

## 2008 Summer Sessions (optional)

---

**Monday, June 2**

First day of first session

**Friday, August 22**

Last day of last session

See the 2008 *Summer Sessions Bulletin* for specific courses, dates, and registration procedures.

# University of San Diego

## HISTORY

The University and its patron, San Diego de Alcalá, trace their origins to 15th century Spain. Diego, born in the Province of Seville circa 1400, became a Franciscan brother and served as a missionary in the Canary Islands. He later was infirmarian at the Franciscan Monastery at Alcalá de Henares near Madrid, where he died in 1463. The University of Alcalá, founded by Cardinal Cisneros in 1499, opened for teaching in 1508. Its Spanish Renaissance architecture and general setting inspired the design of the University of San Diego.

The Catholic university which, like our city, is named for San Diego de Alcalá, was founded in 1949 by Most Reverend Charles Francis Buddy, D.D., who was also the founding Bishop of the Diocese of San Diego. In establishing the University, he invited the Society of the Sacred Heart under the leadership of Reverend Mother Rosalie Hill, R.S.C.J., to found the San Diego College for Women. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800. It was brought to America by St. Philippine Duchesne in 1818. Today it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas. The San Diego College for Women began classes in February 1952.

The College for Men and the School of Law, the first professional division of the University, both began classes in 1954. Originally sponsored by the Diocese of San Diego, USD became the 12th diocesan institution of higher education in the United States. It soon became clear that distinct educational advantages would accrue to students if the curricula of these institutions were shared. In July 1972, the two colleges and the School of Law merged, forming a single, co-educational Catholic university. The governance of the University was transferred from the Diocese to an independent Board of Trustees. The University of San Diego is now organized into five divisions: the College of Arts and Sciences, the School of Business Administration, the School of Leadership and Education Sciences, the Hahn School of Nursing and Health Science, and the School of Law.

USD has been reclassified by the Carnegie Foundation for the Advancement of Teaching as a “Doctoral Research Intensive” institution. This reclassification recognizes the strides the University had made in graduate studies and research. In addition, USD became the center of national attention on October 16, 1996, when it hosted the United States Presidential Debate.

The young men and women who share the life of the University of San Diego as undergraduates and contribute to its growth are a multi-talented group who have many options in their life choices. They have chosen USD for various reasons: most of them would like to acquire the power to think clearly and independently, to form sound

and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic university, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; however, the high percentage of students of other faiths insures the presentation of a diversity of views so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes that facilitate personal attention, and instructor accessibility – such are the elements creating the educational environment of the University of San Diego.

## MISSION STATEMENT

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

## CORE VALUES

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The University promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the University’s mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the University provides the foundation upon which the core values listed below support the mission.

### Academic Excellence

The University pursues academic excellence in its teaching, learning, and research to serve the local, national, and international communities. The University possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

### Knowledge

The University advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The University provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

## **Community**

The University is committed to creating a welcoming, inclusive, and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty, and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety, and respect in a community characterized by a rich diversity of people and ideas.

## **Ethical Conduct**

The University provides a values-based education that informs the development of ethical judgment and behavior. The University seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

## **Compassionate Service**

The University embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace, and to work for justice. The University regards peace as inseparable from justice and advances education, scholarship, and service to fashion a more humane world.

## **THE CAMPUS**

The campus name, Alcalá Park, refers to Alcalá de Henares, a town near Madrid, Spain founded by the Greeks. The Moslems renamed the town Al Kala, “the castle,” and it later became the site of San Ildefonso University. Like its namesake, the University of San Diego is located on a prominent hilltop where it attains landmark status in the city. The University of San Diego campus, consisting of 182 acres, is at the western end of Kearny Mesa, commanding views of the Pacific Ocean, Mission Bay, San Diego Bay, and the surrounding mountains. The campus is in America’s seventh largest urban area, ideally close to the business, research, cultural, residential, and recreational centers of California’s birthplace and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park’s buildings include The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. and George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library; the School of Business Administration (Olin Hall); the Hahn School of Nursing and Health Science; the Author E. and Marjorie A. Hughes Administration Center; the Earnest and Jean Hahn University Center; the Manchester Executive Conference Center; Loma Hall; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace & Justice; The Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

Located near the east end of campus are the Alcalá Vista Apartments; Mission Housing Complex; University Terrace Apartments; Presidio Terrace Apartments; Manchester Village; the Manchester Family Child Development Center; the Jenny Craig Pavilion; and the University Student Sports Center.

Here in Southern California, students find a truly fascinating variety of leisure-time activities, including visits to the city’s outstanding zoo, the museums, the old Spanish Mission, the theatre, swimming, boating, surfing, tennis, golf, and much more. Proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into the Mexican culture.

## **A NON-PROFIT CORPORATION**

The University of San Diego is a California Non-Profit Corporation. Subject to any limitations contained in the general non-profit corporation law of the State of California, the powers of the University of San Diego corporation are exercised, its property controlled, and its affairs conducted by a Board of Trustees.

## **OFFICIAL RECOGNITION AND ACCREDITATION**

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, California 94501; 510-748-9001), and is approved for veterans. The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society (1155 Sixteenth Street, N.W., Washington, D.C. 20036; 202-872-6066). The undergraduate and graduate programs of the School of Business Administration are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602-5730; 813-769-6500). The Dual B.S./B.A. degree programs in Electrical Engineering and Industrial/Systems Engineering are Professional Programs accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) (111 Market Place, Suite 1050, Baltimore, Maryland 21202-4012). The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) (112 South Alfred Street, Alexandria Virginia 22314; 703-838-9808). The Professional Education Unit (PEU) at the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036; 202-466-7496). This accreditation covers Learning and Teaching, School Counseling,

Special Education, and School Leadership programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. The University is authorized by the California Commission on Teacher Credentialing (CCTC) (1900 Capitol Avenue, Sacramento, California 95814; 916-445-7254) to recommend candidates for the Multiple BCLAD emphasis teaching credentials, Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the Administrative Services credential, and the Pupil Personnel Service credentials. The Special Education program in the School of Leadership and Education Sciences is nationally recognized by The Council for Exceptional Children (CEC) (1110 North Glebe Road, Suite 300, Arlington, Virginia 22201; 703-620-3660). The baccalaureate and master's programs of the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120; 202-887-6791). The School of Law is accredited by the American Bar Association (750 N. Lake Shore Drive, Chicago, Illinois 60611) and is a member of The Order of the Coif and the Association of American Law Schools.

## MEMBERSHIPS

The University of San Diego holds membership in the following:

AACSB International – The Association to Advance Collegiate Schools of Business  
 Accreditation Board for Engineering & Technology, Inc.  
 American Assembly of Collegiate Schools of Business  
 American Association for Paralegal Education  
 American Association of Colleges for Teacher Education  
 American Association of Colleges of Nursing  
 American Association of Collegiate Registrars and Admissions Officers  
 American Association of University Women (AAUW)  
 American Bar Association  
 American Camping Association  
 American College Personnel Association (ACPA)  
 American Council on Education (ACE)  
 American Electronics Association  
 American Historical Association  
 American Industrial Hygiene Association  
 American Institute of Architects  
 American Payroll Association  
 American Political Science Association  
 American Society for Engineering Education  
 American Society of Safety Engineers  
 American Society Training and Development  
 ASIA Network  
 Association of American Colleges and Universities

Association of American Law Schools  
 Association of Borderlands Studies  
 Association of Catholic Colleges and Universities (ACCU)  
 Association of College and University Housing Officers – International  
 Association of College Union International  
 Association of Collegiate Conference and Events Directors  
 Association of Governing Boards of Universities and Colleges  
 Association of Graduate Schools in Catholic Colleges and Universities  
 Association of Higher Education Facilities Officers (Physical Plant Administrators)  
 Association of Independent California Colleges and Universities (AICCU)  
 Association of NROTC Colleges and Universities  
 Association of Student Affairs at Catholic Colleges and Universities  
 Association for Financial Professionals  
 Association of University Architects  
 Association para la Educacion Teologica Hispania  
 Balboa Art Conversion Center  
 Better Business Bureau  
 Binational Association of Schools of Communication (BINACOM)  
 BIOCOM  
 California Association of College Stores  
 California Campus Compact  
 California Chamber of Commerce  
 California Restaurant Association  
 California Teachers of English to Speakers of Other Languages (CATESOL)  
 Campus Computer Resellers Alliance  
 Center for Academic Integrity  
 College and University Personnel Association (CUPA)  
 College Board (College Entrance Examination Board and Scholarship Service)  
 Collegium  
 Commission on Accreditation for Marriage and Family Therapy Education  
 Commission on Collegiate Nursing Education  
 Consejo Latinoamericana de Escuela de Administracion  
 Consorcio para la Colaboración en la Educación Superior en América del Norte  
 Consortium for North American Higher Education Collaboration (CONAHEC)  
 Council for Higher Education Accreditation (WASC)  
 Council for Opportunity in Education  
 Council of Graduate Schools  
 Council on Undergraduate Research  
 Educause  
 Family Firm Institute (FFI)  
 Greater San Diego Employers Association  
 Hispanic Association of Colleges and Universities (HACU)  
 Hispanic Summer Program

Independent College Bookstore Association  
 Independent Colleges of Southern California (ICSC)  
 Info Ed International  
 International Association of University Presidents  
 International Leadership Association  
 International Special Events Society San Diego Chapter  
 (ISES San Diego)  
 Japan Society of San Diego  
 Leadership Alliance  
 Lern  
 Meeting Planners International San Diego Chapter (SDMPI)  
 Mountain Pacific Association of Colleges and Employers  
 NAFSA: Association of International Educators  
 National Alliance of Business  
 National Association for Campus Activities (NACA)  
 National Association for Law Placement  
 National Association for President's Assistants in Higher  
 Education  
 National Association of Campus Card Users  
 National Association of College Admission Counselors  
 National Association of College and University Business  
 Officers (NACUBO)  
 National Association of College and University Food Service  
 National Association of College and University Mail Services  
 National Association of College Stores  
 National Association of Colleges and Employers  
 National Association of Collegiate Concessionaires  
 National Association of Convenience Stores  
 National Association of Educational Buyers  
 National Association of Foreign Student Affairs (NAFSA)  
 National Association of Independent Colleges and  
 Universities (NAICU)  
 National Association of Student Financial Aid  
 Administrators  
 National Association of Student Personnel Administrators  
 National Association of Women in Higher Education  
 National Collegiate Athletic Association  
 National Collegiate Honors Council  
 National Communication Association  
 National Council for Accreditation of Teacher Education  
 National Council for Research on Women  
 National Fire Protection Association  
 National Intramural-Recreation Sports Association  
 National Safety Council  
 North American Association of Summer Sessions  
 Order of the Coif  
 Otay Mesa Chamber of Commerce  
 Pacific Association of Collegiate Registrars and  
 Admissions Officers  
 Phi Beta Kappa Society  
 Professional and Organizational Development Network in  
 Higher Education  
 Rotary Club of San Diego  
 San Diego Hispanic Chamber of Commerce  
 San Diego Oceans Foundation  
 San Diego Regional Chamber of Commerce  
 San Diego Regional Economic Development Corporation  
 San Diego World Affairs Council  
 Society of Human Resource Management  
 South California Higher Education Recruitment Consortium  
 Southern California Consortium on International Studies  
 Teachers of English to Speakers of Other Languages (TESOL)  
 Tuition Exchange  
 University Risk Management and Insurance Association  
 Western Association of College and University Business  
 Officers  
 Western Association of College and University Housing  
 Officers  
 Western Association of Graduate Schools  
 Western Association of Summer Session Administrators  
 Western College Association and Western Association of  
 Schools and Colleges (WASC) (985 Atlantic Avenue,  
 Suite 100, Alameda, California 94501; 510-748-9001)  
 Western Economic Association International  
 Western Institute of Nursing

## Policies

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### **POLICY OF NON-DISCRIMINATION**

The University prohibits discrimination against current or prospective students and employees on the basis of race, color, sex, religion, national origin, age, disability, sexual orientation, or any other legally protected characteristic. The University does not by this non-discrimination statement disclaim any right it might otherwise have to maintain its commitment to its Catholic identity or the doctrines of the Catholic Church.

### **HARASSMENT**

In 1998, the University of San Diego Board of Trustees adopted the following policy on harassment:

The University is committed to and embraces the doctrine that all men and women are creatures of God. Each and all not only deserve but must be afforded the dignity that necessarily follows from acceptance of the doctrine. Anyone who chooses to become a member of or participates in any way in the University community, whether as a student, faculty member, administrator, employee, or guest, is expected to accept this standard of conduct, both in theory and in practice.

The University will not tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability, or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination, or exclusion from the campus.

**Sexual Harassment**

In 1981, the University of San Diego adopted the following policy on sexual harassment:

The University of San Diego prohibits sexual harassment of its students, employees, and those who seek to join the campus community in any capacity. The officers and employees of the University are responsible for maintaining a working and learning environment free from such harassment. Sexual harassment has damaging effects and far-reaching consequences for all parties involved. Thus, persons receiving and discussing allegations of sexual harassment should be sensitive to the needs and rights of complainants and accused alike, and should explore with complainants the full ramifications of their allegations.

Sexual harassment includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant, particularly when one or more of the following circumstances is present:

- Toleration of the conduct is an explicit or implicit term or condition of employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or academic evaluation affecting such individuals;
- The conduct has the purpose or effect of interfering with an individual’s work performance or a student’s academic performance, or creating an intimidating, hostile, or offensive working or learning environment.

This definition accords with the Equal Employment Opportunity Commission’s regulations on sexual harassment.

Emphasis is placed on informal procedures as the framework for resolving allegations of sexual harassment. If such procedures are ineffective, existing disciplinary and grievance procedures shall be utilized. Grievance procedures for students are outlined in Sections IV and V of the *Student Code of Rights and Responsibilities*.

For students, persons designated to receive allegations of sexual harassment at the University of San Diego are the deans of the respective schools/College and the Vice President for Student Affairs.

**Hate Crimes**

Hate crimes are acts of physical force, threats, or intimidation that are willfully or knowingly committed because of the victim’s actual or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Hate crimes are expressed in several ways, sometimes physical violence and sometimes violence against property. Violence against property includes for example: breaking windows of religious institutions, spray painting walls with offensive words and symbols, defacing or burning property. Hate-based behavior includes for example: anonymous phone calls, threatening letters, interruptions of religious services or multicultural events. (California State Penal Code Section 422.6)

A “bias-motivated incident” is an act, such as disseminating racist flyers or defacing a student organization flyer, which does not violate the State Penal Code but originates in hatred for someone’s actual or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

The University will not tolerate hate crimes or bias-motivated incidents and will respond to them with appropriate sanctions which may include expulsion, suspension, or exclusion from the campus.

Students who experience or witness any form of hate crime on campus should immediately report the incident to the Office of Public Safety which will notify the Vice President for Student Affairs and initiate an investigation.

**Grievances**

Grievances related to USD’s policy of nondiscrimination should be reported to the following persons: if it relates to academic matters, the dean of the appropriate school/College; if it concerns student services, the Vice President for Student Affairs; if it relates to problems with physical facilities, the Director of Facilities Management. The overall coordinator for civil rights compliance is the Academic Vice President and Provost.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The Family Educational Rights and Privacy Act of 1974 (FERPA, or the “Buckley Amendment”) protects the privacy of all enrolled students and former students, and it requires that students be notified annually of their rights under the law.

FERPA applies to education records, which are records that are directly related to a student and maintained by USD or a party acting on its behalf. There are two types of education records: directory information and non-directory information.

Directory information consists of the student’s name, USD e-mail address, major field of study, dates of attendance, participation in officially recognized activities and sports, and degrees, honors, and awards received. USD will

disclose directory information to third parties unless the student has submitted a Request to Restrict Directory Information to the appropriate Registrar's Office. Doing so restricts the release of all directory information.

All other education records are non-directory information. USD will not disclose non-directory information to a third party unless: 1) the student has provided written consent for the disclosure; or 2) the disclosure falls into one of the exceptions from the requirement for prior written consent under FERPA.

Parents do not have the right to view a student's education records without the written consent of the student unless the student is their dependent as defined by the IRS Code of 1986, Section 152. Parents or guardians who wish to obtain access to a dependent student's education records may file a Request for Release of Education Records form with the appropriate Registrar's Office. This form must be filed annually. Students may grant their parents (or others) permission to access their education records by filing an Authorization to Release Education Records form with the appropriate Registrar's Office. This form remains in effect until rescinded by the student in writing.

The University provides students the right to inspect and review their educational records within 45 days of written request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate school official, written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. If a student feels that the institution has not fully honored his or her privacy rights under FERPA, a written complaint may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Please refer to the USD FERPA Web site for additional information at <http://www.sandiego.edu/registrar/ferpa>.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 states, "No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A "person with a disability" includes "any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities.

## **THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)**

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities – persons who are blind, deaf, or use a wheelchair – the definition includes people with a whole range of invisible disabilities. These include psychological/psychiatric concerns, learning disabilities, ADHD, and some chronic health impairments such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and others.

## **GRADE GRIEVANCE PROCEDURES**

The instructor's/professor's judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. Thus, at every level in the proposed grievance procedures this "presumption" should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc. are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

The procedure for a grade grievance is as follows:

1. Initial grade/grievance must be addressed to the instructor in the course.
2. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.

3. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (i.e., Academic Affairs).
4. The committee will hear the student's grievance and make its recommendations to the parties involved.  
At every level in this grievance procedure, the instructor must be apprised of the situation.

### RESPONSIBILITY OF STUDENTS

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this *Bulletin* and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

### STUDENT CONDUCT

Students attending the University of San Diego are accountable to the *Student Code of Rights and Responsibilities*, which is published online at <http://www.sandiego.edu/archways>. Included in *The Code* are the Rules of Conduct, Disciplinary Process and Sanctions, University Policies and Procedures, and the Academic Integrity Policy. Parking regulations are available at Parking Services.

## Student Life

### STUDENT AFFAIRS

In the Catholic tradition, the University of San Diego is committed to the development of the whole person, i.e., to the intellectual, spiritual, cultural, physical, and social development of its students. The Division of Student Affairs offers numerous services and programs designed to integrate academic and experiential learning and to support students' development as whole persons. The Division is organized into three major departments: Student Development, Student Learning and Inclusion, and Student Wellness. The various departments in Student Affairs and their functions are described below. The Office of Student Affairs is located in the Hahn University Center 232.

### STUDENT DEVELOPMENT

In view of USD's Mission to develop the whole person and understanding that learning takes place in a variety of educational contexts, the Department of Student Development offers numerous opportunities for students to become actively engaged in student life. The department also partners with faculty and staff from other areas in an effort to link cognitive understanding with practical experiences that facilitate personal maturity, interpersonal effectiveness, and ethical leadership.

### STUDENT GOVERNMENT AND ACTIVITIES

All undergraduate students belong to the Associated Students of the University of San Diego, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students (AS) and members of its governing board are elected or appointed by the students. Under their leadership, the students plan and manage student

events and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on University affairs.

The Associated Students serves as both the student government and student programming board for the USD undergraduate campus. The Associated Student Leadership team is comprised of Vice Presidents, Directors, and Senators. The team plans events, works on solving student issues, financially supports several campus services, facilitates communication between student organizations, and serves as the official student voice to administration.

The Associated Students have the following focus areas: Finance, Academics, Marketing, Student Issues, Programming, and Multicultural.

#### Finance

Associated Students oversees an annual budget, Budget Committee, and Inter-Club Council Budget Process. Associated Students is charged with allocating funds.

#### Academics

Associated Students serves as advocates with regard to all academic matters. The team works on Academic Programming, Issues, and Honor Council.

#### Marketing

This area provides marketing/communication for all Associated Students programs, events, and issues. This area coordinates marketing and communication, community relations, and elections.

#### Student Issues

The Associated Students, along with representatives from varying groups on campus, assesses and remedies student concerns.

## **Programming**

This area coordinates a variety of programming for the student body including concerts, showcase, social, multicultural, and arts.

## **Multicultural**

The Associated Students supports issues and offers programs geared toward multicultural awareness and competence. The Associated Students acts as a liaison to the United Front Multicultural Center, Women's Center, Ethnic Studies, and clubs and organizations.

## **ASSOCIATE STUDENTS COMMITTEES, PROGRAMMING AREAS, AND CENTERS**

### **Arts**

The Director of Arts publishes USD's literary magazine, *Asylum*, and also coordinates the popular Open Mic Night programs in Aromas coffeehouse. In an attempt to broaden the experience of campus life, events that highlight the diverse makeup of USD and surrounding San Diego communities are presented.

### **Athletics**

The Director of Athletics promotes each individual sport and works to promote school spirit. The committee coordinates tailgate parties and other promotion activities.

### **Budget/ICCBC**

The Inter-Club Council Budget Committee consists of individuals who meet on a bi-weekly basis to decide the allocation of funds to USD's various clubs and organizations. The Committee allocates resources to clubs and organizations providing services/events to the entire student body.

### **CASA**

The Center for Awareness, Service, and Action committee is responsible for outreach and service to the San Diego community. Numerous ongoing projects link service with learning about social issues. Activities include working with the homeless, senior citizens, and youth.

### **Community Relations**

The Community Relations committee establishes contact with, and gains support of, alumni and businesses outside of USD. In addition, this area focuses on the public relations for the Associated Students.

### **Concerts**

This committee provides quality music entertainment. Members participate in stage crew, production, hospitality, security, and publicity for major concerts, as well as many musical events held at the Ernest and Jean Hahn University Center, Aromas coffeehouse, Shiley Theatre, and the Jenny Craig Pavilion.

### **Elections**

The Elections committee is involved in helping to organize elections, enforcing campaign policies, and managing voting polls on campus.

## **Historian**

The Historian is responsible for recording the history of Associated Students through video, pictures, news clippings, and written documentation.

## **Honors Council**

This committee is responsible for developing and promoting policies that work to build a strong academic environment conducive to supporting high ethics and honorable conduct among the student body. It also provides an open forum for issues related to academic honor and ethics. Accomplishments include the development of a University integrity pledge that students sign at the end of examinations.

## **Marketing**

This committee prepares advertising materials ranging from flyers, posters, and banners to full-sized displays.

## **Media**

The Associated Students provides funding and support to USDtv and *Alcalá* (the USD Yearbook).

## **Multicultural Issues**

This committee is responsible for representing students' cultural concerns and needs.

## **Multicultural Programming**

This committee works with the AS Vice President of Multicultural Relations, and is responsible for programming that enhances multicultural awareness on campus through events that focus on diversity and cultural understanding.

## **Showcase**

Showcase events may include hypnotists, films, comedians, or local acts.

## **Social**

The Director of Social Events is responsible for planning all of the traditional events on campus including the annual Homecoming Dinner/Dance. Other events may include trips to Magic Mountain, The Tonight Show, The Price is Right, Padres baseball games, and others.

## **Social Issues**

This committee is responsible for planning events addressing social issues and coordinating the University's annual Social Issues Conference.

## **Traffic Court**

Responsibilities for this committee include conducting the student court that deals with parking violations and appeals.

## **Women's Center**

The Women's Center supports intellectual, physical, emotional, spiritual, and cultural development. Its programs facilitate personal transformation and inspire both women and men to unlock ambition and skills to achieve personal power. The Women's Center promotes women's dignity and well-being and the belief that communities are enriched by diverse points of view.

## UNDERGRADUATE STUDENT ORGANIZATIONS

### Academic and Professional Organizations

The following is a list of registered undergraduate student organizations as of Fall 2005. New organizations are always being formed. For more information about a specific organization or to express interest in joining, contact the Student Organizations Office, Hahn University Center 113, at (619)260-4802.

**American Humanics Association** provides speakers, field trips, and seminars aimed at students interested in leadership careers in human service organizations.

**Anthropology Club** seeks to bring together students interested in the many diverse fields of Anthropology.

**Biology/Oceans Club** seeks to create a social and academic environment for all students interested in the different realms of the biological sciences through field trips, community service, and other activities.

**Chemistry Club** is an organization providing social service and professional activities for chemistry majors.

**Ethnic Studies Student Organization** is designed to celebrate issues of diversity and to contribute to the learning of diversity throughout campus.

**German Club** seeks to create a group where all students interested in German can meet.

**Psychology Club** is available to stimulate, encourage, and maintain the social, academic, and professional growth of students interested in the field of psychology.

**Student International Business Council (SIBC)** is a leadership training organization committed to promoting social responsibility in today's global business community. Their student motto is "Peace through Commerce."

**USD Writing Club** is designed to gather students and passionate minds alike in an organization that uses reading and writing as a tool for discussion and debate.

### Cultural and Ethnic Organizations

The United Front Multicultural Center was founded with the vision of promoting the goals and objectives of the United Front, a coalition of student organizations that formed in 1991 to petition for a center. The objective of the United Front Multicultural Center (UFMC) is to contribute to the creation of a campus environment which respects and supports diversity and inclusion. The Center provides educational programs and trainings that address issues of diversity. The Rainbow Educator Program is designed to provide workshops and presentations on sexual orientation and Catholicity. The Center serves as an educational resource for the University community by providing programs such as: Black History Month, Multicultural Awareness Month, Asian-American History Month, Noche Cultural, Chicana/o Heritage Month, Filipino-American History Month, GLBT History Month, Native-American History, and celebrating holidays around the world with the Virgen de Guadalupe Mass, Kwanzaa, and Holiday Dinner.

**Aikane O'Hawaii-Friends of Hawaii** promotes and perpetuates Pacific Islander culture and spirit on campus as well as to the surrounding San Diego community.

**Association of Chicana Activists** promotes the recruitment and retention of Chicanas/Latinas in higher education. It is a group that promotes leadership development and community service.

**Black Student Union** promotes the recruitment and retention of African Americans in higher education and provides educational programs to address African American issues.

**Filipino "Ugnayan" Student Organization** is aimed at promoting and preserving Filipino American heritage and culture and provides educational programs that address these issues.

**International Student Organization** is aimed at promoting the international student experience and perspectives through educational programs.

**Jewish Student Union** promotes Jewish faith and educational programs.

**Movimiento Estudiantil Chicana/o de Aztlan (MEChA)** promotes the recruitment, retention, and education of Chicana/o and Latina/o students, and promotes leadership development and community service.

**PRIDE** offers friendship, alliance, and mutual assistance to undergraduate men and women who are gay, lesbian, or bisexual, and to any undergraduate ally.

### Fraternities and Sororities

All of the following Greek-letter organizations offer lifelong friendships, activities in support of academic excellence in all major fields, opportunities for community service, campus involvement, networking with alumni/ae, and social activities. Students are eligible for membership after completing one semester at USD (unless transferring in with 24 or more units of college credit). The women's groups are coordinated by the Panhellenic Association, and the men's groups are coordinated by the Interfraternity Council (IFC). National Order of Omega is an honorary organization for leaders within the Greek community.

#### *International Women's Fraternities/Sororities*

- Alpha Chi Omega
- Alpha Delta Pi
- Alpha Phi
- Gamma Phi Beta
- Kappa Alpha Theta
- Kappa Kappa Gamma

#### *Men's Fraternities*

- Beta Theta Pi
- Delta Tau Delta
- Lambda Chi Alpha
- Sigma Phi Epsilon

## Recreational and Sports Clubs

Men's Baseball Club  
Cycling Club  
Equestrian Club  
Men's LaCrosse Club  
Women's LaCrosse Club  
Roller Hockey Club  
Rugby Club  
Running Club  
Men's Soccer Club  
Surf Club  
Surf Team  
Men's Volleyball Club  
Women's Volleyball Club  
Men's and Women's Water Polo Club  
Water Ski Club  
Ultimate Frisbee Club

## Other Student Organizations

**Ambassadors Club** is a student organization sponsored by the Office of Admissions whose members provide campus tours for prospective USD students and help with college fairs.

**Campus Connections** is a student organization committed to developing an awareness of and providing peer to peer education regarding alcohol and other drug issues.

**Every Nation Campus Ministries** is to be a diverse group of Christian students, staff, and associate members who are committed to serving the USD campus.

**Interfraternity Council** is the leadership council for all men's fraternities.

**Intervarsity Christian Fellowship** is a forum to bring together Christians and non-Christians alike through Bible studies, outreach, and social events.

**Panhellenic Council** is the leadership council of international women's sororities.

**Residence Hall Association** promotes programs for residential students.

**Student Alumni Association** is comprised of a group of undergraduate leaders who work closely with the Alumni Relations Office to promote student interaction in alumni/ae activities.

**Students for Life** aims to protect the sanctity of life in all of its forms through prayer and service, as well as to raise awareness of life issues.

**USD Dance Team** promotes school spirit and student involvement on campus.

**USD Founder's Club** serves to promote and preserve the Sacred Heart tradition of social awareness in the local community, while engendering an awareness of the global community.

**USD Outing Guide Club** is here for the purpose of connecting many people with an interest and passion for the outdoors.

**Women of Distinction** seeks to promote, acknowledge, and celebrate the multicultural aspects of every woman.

## HONOR AND PROFESSIONAL SOCIETIES

**Accounting Society** helps students learn about the various aspects of the Accounting and Financial Information professions through activities and involvement with professionals, faculty, and peers. The mission of the Society includes the following: to provide members with opportunities for academic, personal, and professional development so that they may contribute effectively and ethically to their organizations and society; to serve the community and develop members as conscientious members of the community through participation in civic activities; to build unity within the club and establish friendships and networks that extend beyond the college career; to educate members about the opportunities provided by all sectors of the financial information professions including accounting, finance, real estate, information technology, and supply chain management; to aspire to continuous improvement in all activities so that members may perform effectively in today's business environment; and most importantly, to have fun with fellow classmates and members.

**Alpha Epsilon Delta** is the international pre-health professional honor society. Its goals are to improve the quality of pre-medical education and to promote cooperation among pre-medical students, medical students, and educators.

**Alpha Kappa Delta**, the International Sociology Honor Society, is dedicated to the ideal of "investigating humanity for the purpose of service." The goal of Alpha Kappa Delta is to promote human welfare through the association of a fellowship group interested in developing scientific knowledge that may be applied to the solution of social problems. Eligibility for membership in this Society requires that students be officially declared sociology majors or demonstrate a serious interest in sociology. Students must have achieved junior standing, successfully completed at least four courses in sociology, and accumulated the equivalent of a grade point average of 3.25.

**Alpha Kappa Psi** is a co-educational business fraternity that aims to foster scientific research in the fields of commerce, accounting, and finance.

**Alpha Pi Mu** is an honor society for Industrial Engineering students that will provide a common ground on which outstanding young engineers could exchange ideas, and to provide experiences that could help their future professional development. It serves as an organization to recognize top junior and senior industrial engineering students for their academic achievements and to increase professional development and promote networking among faculty and undergraduate students.

**Alpha Sigma Gamma** is an International Real Estate Honorary Society open to undergraduate and graduate students who are pursuing an interest in real estate. It is an affiliate organization with the American Real Estate Society, an international professional real estate organization. The main purposes of the Society are to recognize and reward superior academic performance in real estate; encourage research and teaching in real estate; and recognize individuals who exemplify the intelligent and ethical application of real estate knowledge. In order to be eligible for the Society, undergraduate students must have completed at least 75 percent of total credit hours with a minimum 3.2 grade point average. For graduate eligibility, students must have completed at least 50 percent of total credit hours with a minimum 3.4 grade point average. All students must have also taken at least six credit hours in real estate-related courses with a minimum 3.5 grade point average.

**American Society of Mechanical Engineers (ASME)** is a 120,000-member professional organization focused on technical, educational, and research issues of the engineering and technology community. ASME conducts one of the world's largest technical publishing operations, holds numerous technical conferences worldwide, and offers hundreds of professional development courses each year. ASME sets internationally recognized industrial and manufacturing codes and standards that enhance public safety. It is ASME's vision to be the premier organization for promoting the art, science, and practice of mechanical and multidisciplinary engineering and allied sciences to our diverse communities throughout the world. Its mission is to promote and enhance the technical competency and professional well-being of its members, and, through quality programs and activities in mechanical engineering, better enable its practitioners to contribute to the well-being of humankind.

**Beta Alpha Psi** is a national honors fraternity that enhances the university educational experience by providing interaction with finance, information systems, and accounting professionals; conducting technical and personal development programs through campus, regional, and national meetings; and promoting and encouraging community service. Beta Alpha Psi is a co-curricular experience with an established set of activity and program guidelines that, if fulfilled, bring great value to student pledges and members. The local chapter of Beta Alpha Psi aspires to instill in its members the following goals and values of the fraternity: to inspire a desire for self-improvement; to foster high moral and ethical standards; to encourage and give recognition to scholastic and professional excellence; to cultivate a sense of responsibility and service; to promote the collegiate study of Financial Information professions; and to provide for its members opportunities to associate with business professionals.

**Beta Gamma Sigma** is the highest international recognition a business student anywhere in the world can

receive in an undergraduate, master's, or doctoral program at a school accredited by AACSB International. To be eligible for membership, the academic ranking of those being considered must place them in the upper 7 percent of the junior class, upper 10 percent of the senior class, or upper 20 percent of the graduating master's class. Local chapters may require higher standards. While almost 300,000 students receive a bachelor's or master's degree in business in the U.S. each year, only about 19,000 are elected to membership in Beta Gamma Sigma.

**Delta Sigma Pi** is a professional fraternity organized to foster the study of business in universities; encourage scholarship, social activity, and the association of students for mutual advancement through research and practice; promote closer affiliation between the commercial world and students of commerce; and further a higher standard of commercial ethics and culture, as well as the civic and commercial welfare of the community.

**Eta Kappa Nu Association** is a National Electrical and Computer Engineering Honor Society founded in 1904 to encourage excellence in engineering education for the benefit of the public. Student inductees have conferred honor upon engineering education by distinguished scholarship, activities, leadership, and exemplary character as students in electrical or computer engineering. Professional members are inducted based on their attainments in the field of electrical or computer engineering. Eta Kappa Nu chapters seek to bring society members into a closer union to foster a culture of service and leadership in the engineering community and community at large, and to aid in continuing their professional development through association with alumni and others who have attained prominence in the industry.

**Institute of Electrical and Electronics Engineers** disseminates knowledge of the theory and practice of all aspects of electrical engineering, electronics, radio, allied branches of engineering or related arts and sciences, as well as the furtherance of the professional development of students.

**Institute of Industrial Engineers** informs students about events and opportunities in industrial engineering.

**Kappa Gamma Pi** is the National Catholic College Graduate Honor Society. Members are graduates who have demonstrated academic excellence and outstanding service and leadership during their college years. As candidates, they pledge to continue to provide examples of scholarship, leadership, and service in their personal and professional lives. This commitment is the difference that distinguishes nomination to Kappa Gamma Pi as one of the most relevant and prestigious awards on campus. Kappa Gamma Pi was founded in 1926 at the National Catholic Educational Association Conference of Catholic Colleges. Today, more than 41,000 graduates of 139 Catholic colleges are Kappa Gamma Pi members. They live throughout the United States and in many foreign countries. Their

successful lives and careers exemplify outstanding leadership and service in church, profession, and community. Kappa Gamma Pi has members from the first graduating classes of USD to the present. These members are Catholic men and women as well as men and women of other faith communities. In January, graduating seniors who have a GPA of 3.5 or above receive a letter from the Provost informing them that they are qualified by reason of their academic achievement to apply for membership in Kappa Gamma Pi. If they have exemplified outstanding leadership and service during their years at USD, they are encouraged to submit a letter of recommendation and an essay to the Selection Committee. Kappa Gamma Pi sponsors the St. Catherine Medal, awarded at the Honors Convocation, for outstanding leadership and service as well as the Cornaro Scholarship for members of Kappa Gamma Pi pursuing graduate studies. Currently, the Cornaro Scholarship is \$3,000.

**Lambda Alpha**, the National Collegiate Honor Society for Anthropology, was founded to encourage and stimulate scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline among students, faculty, and other persons engaged in the study of anthropology. Undergraduate students who have completed not less than 12 semester-hours in anthropology, with a grade point average of not less than 3.0 in these courses, and a cumulative quality point average of not less than 2.5 may apply for membership.

**Lambda Pi Eta** is the official communication studies honor society of the National Communication Association (NCA). The goals of Lambda Pi Eta are to recognize, foster, and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas about the field; establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies. To be eligible for membership, students must have completed 60 semester hours in undergraduate credit courses; have a cumulative grade point average of at least 3.0; have completed the equivalent of 12 semester hours in communication courses with a grade point average of at least 3.25 in these courses; be in the upper 35 percent of their graduating class; and be currently enrolled as a full-time student in good standing.

**Mortar Board** is a national honor society for college seniors which was founded in 1918 and chartered on the USD campus in the fall of 2000. The society recognizes in its members the qualities of scholastic achievement, outstanding leadership, and dedicated service to the University and the community. There are over 200 active chapters of Mortar Board at colleges throughout the country. To be eligible for membership, students must have junior standing in the spring semester with an overall GPA

that places them in the top 35 percent of their class. Moreover, students must have participated and excelled in leadership and service activities during their college years. They must submit an information sheet, a resume, a letter of recommendation from a USD faculty member, and a personal essay for review by the current Mortar Board members. Admission to Mortar Board at USD is highly competitive and is restricted to approximately 30 students each year. USD's Mortar Board chapter is an active student organization and expects full participation from its members. Chapter members participate in bi-weekly meetings, an annual Faculty Appreciation Dinner, tutoring and other service activities, interaction with San Diego's Mortar Board Alumni Chapter, social events, and fundraising for the STRIVE scholarship, which chapter members established for college-bound seniors at Kearny High School who have excelled in scholarship, leadership, and service. Mortar Board members have the opportunity to apply for local and national Mortar Board scholarships and fellowships to be used for graduate study. Each year in February a letter is mailed to juniors who are in the top 35 percent of their class. The letter invites those students to submit their essay, letter of recommendation, and other required information for consideration for Mortar Board membership. Selected students are "tapped" in one of their classes by USD Mortar Board members. The Mortar Board Initiation ceremony occurs in April.

**National Society of Collegiate Scholars** aims to recognize and celebrate high achievement among first- and second-year students in all academic disciplines; encourage and promote high standards throughout the collegiate experience; provide opportunities for personal growth and leadership development for members; organize and encourage learning opportunities through community service; and foster an overall appreciation for the value of the higher education experience.

**Omicron Delta Epsilon** is open to economics majors who have demonstrated excellence in the study of economics. Membership makes available participation in extracurricular programs, lectures, discussions, and meetings furthering the study of economics.

**Order of Omega** seeks to recognize students who have attained a high standard of leadership in inter-Greek activities; encourage such students to continue along this line; inspire other students to strive for similar conspicuous attainment; bring together the most representative fraternity and sorority members; create an organization which will help to mold the sentiment of the institution on questions of local and intercollegiate affairs; and bring together members of the faculty, alumni, and student members of the institution's fraternities and sororities on a basis of mutual interest, understanding, and helpfulness.

**Phi Alpha Delta** is a professional organization for undergraduate women and men interested in law. We pro-

vide a friendly forum for the exchange of information about law schools, legal scholarship, and legal careers. As part of the Phi Alpha Delta Law Fraternity International, we strive to promote the principles of liberty and equal justice under the law, inspire excellence in scholarship, encourage the professional development of our members, and develop friendships that will last a lifetime.

**Phi Alpha Theta** promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas. We seek to bring students, teachers, and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways.

**Phi Beta Kappa** is the oldest and most prestigious academic honor society in the United States. The Society was established in 1776 and has evolved to become the nation's leading advocate for the liberal arts and sciences at the undergraduate level. The Society's distinctive emblem, the golden key, is widely recognized as a symbol of academic achievement. USD received its Phi Beta Kappa charter in 2003 and is one of only 270 chapters nationwide. To be eligible for membership, students must be majoring in an area of the liberal arts or sciences, hold senior standing, and have attained a GPA that places them in the top 10 percent of their class. Additional criteria for selection include intellectual integrity, tolerance, and a broad range of intellectual interests. Each spring a campus committee composed of Phi Beta Kappa faculty invites a select group of students to become members in the Society. Students who accept the invitation are then initiated into the Phi Beta Kappa Society in a formal installation ceremony.

**Phi Sigma Tau** serves as a means to award distinction to students who have both high scholarship and a personal interest in philosophy; promote student interest in research and advanced study in this field; provide opportunities for the publication of student research papers of merit; encourage a professional spirit and friendship among those who have displayed marked ability in this field; and popularize interest in philosophy among the general collegiate public.

**Pi Delta Phi** is the National French Honor Society in which French majors and minors who maintain high scholastic standing and serve actively in the French Club are eligible for membership.

**Pi Sigma Alpha** promotes the discipline of Political Science, which includes the related fields of Government, Public Administration, and International Relations; stimulates productive interest in Political Science; provides a forum for free intellectual discussion; and promotes the continuing search for knowledge by way of speakers, presentations of papers, and use of informal discussions while adhering to the principles of freedom of expression and thought.

**Psi Chi** has a purpose to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly psychology, and to advance the science of psychology.

**Sigma Delta Pi** is the National Collegiate Hispanic Honor Society in which Spanish majors and minors who maintain a high scholastic standing are eligible for membership. Sigma Delta Pi is a member of the Association of College Honor Societies and is affiliated with the American Association of Teachers of Spanish and Portuguese.

**Sigma Pi Sigma** exists to honor outstanding scholarship in physics, to encourage interest in physics among students at all levels, to promote service to all, to provide for a fellowship of persons who have excelled in physics, and to help them in their professional development.

**Sigma Theta Tau International** is the Honor Society for the Profession of Nursing. The honor of membership is conferred on baccalaureate and graduate students in recognition of their superior scholarly achievements. The purpose of the organization is to recognize superior scholarship, foster high professional standards, encourage creative work, strengthen commitment to the ideals and purposes of nursing, and recognize the development of leadership qualities. Founded in 1922 by six nursing students, there are now chapters in more than 94 countries.

**Society of Women Engineers** is a national non-profit, educational service organization dedicated to making known the need for women engineers and encouraging young women to consider an engineering education. Its mission is to inspire women to achieve full potential in careers as engineers and leaders, to expand the image of the engineering profession as a positive force in improving quality of life, and to demonstrate the value of diversity.

**Student International Business Council** is a privately-endowed international leadership training organization that offers students the opportunity to have real world experience in a variety of fields. The Council is dedicated to promoting its motto of "Peace through Commerce." The Council completes several projects per year in conjunction with business leaders in the San Diego area and all over the world. There are also great networking and internship opportunities available, both domestically and internationally. Members can be awarded fully funded international internships, leadership forums, and international conferences. In furthering its service-oriented goals, the Council developed a publicly-recognized Rotaract Club with many connections to rotary institutes in the San Diego area and in Jamaica. The University of San Diego Chapter of SIBC was founded in 2002, with fellow chapters at Notre Dame University and Benedictine College. The Council maintains a minimum 3.0 grade point average. The Student International Business Council presents a unique combination of invaluable real-world experience, excellent networking opportunities, and the chance to connect with fellow students in a fun, educational environment.

**Theta Alpha Kappa**, the National Honor Society for Theological and Religious Studies, recognizes outstanding scholarship in Theological and Religious Studies and supports further study of these subjects. Membership is an honor conferred on students who have demonstrated academic excellence in these fields and in their general education.

### **HAHN UNIVERSITY CENTER**

The Hahn University Center offers meeting areas, spaces for cultural events, and several indoor and outdoor dining spaces. In addition to the Main Student and Faculty Dining Rooms, and the Marketplace on the main level, students will find Torero Grille, the campus grill, on the lower level, which is open late into the evening.

The Center houses the offices for student government, student publications, undergraduate student organizations, as well as the Office of Student Affairs and University Ministry. A 400-seat multi-purpose room allows presentations of films, speakers, cultural programs, popular entertainment programs, and exhibits. The Center also includes a student lounge, Student Computing, the Women's Center, United Front Multicultural Center, Outdoor Recreation rentals, and a ticket booth.

Hahn University Center Hours:

Monday through Friday	7:00 a.m. to 11:00 p.m.
Saturday	9:00 a.m. to 10:00 p.m.
Sunday	9:00 a.m. to 11:00 p.m.

### **UNIVERSITY MINISTRY**

University Ministry programs and services for undergraduate students are intended to help nourish an adult faith, form a strong community of worship, serve the poor, and act for justice.

Persons of all religious traditions and those still searching for their religious identity are welcome to take part in University Ministry's programs, activities, and services. They include social justice and service opportunities, retreats, worship, scripture study, pastoral counseling, spiritual direction, liturgical ministries, ecumenical services, faith reflection groups, and the Founders Chapel choir.

Those who are interested in learning more about the Catholic Church or preparing for the Sacraments of Initiation (Baptism, Eucharist, Confirmation) may take part in programs presented from mid-September to early May. University Ministry staff members are available to assist in preparation for marriage in Founders Chapel, the Immaculata, or in another Catholic church.

Major gatherings for Sunday worship are at Founders Chapel on Sunday at 7:00 p.m. and 9:00 p.m. The Eucharist is also celebrated daily at 12:15 p.m.

For a brochure which includes a full listing of retreat opportunities and more information about University Ministry, please visit Hahn University Center 238 or Founders Hall 191. You can call (619)260-4735, log on to

the Web site at <http://www.sandiego.edu/Ministry/>, or e-mail [universityministry@sandiego.edu](mailto:universityministry@sandiego.edu).

### **CAMPUS RECREATION**

The Recreation Center offers members of the University community many opportunities to use their leisure time constructively and to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. Facilities include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts, and weight and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion Fitness Center, Manchester multi-use field, softball field, soccer/multi-use field by the Mission dorms, and eight more tennis courts adjacent to Copley Library. In addition, sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available on a fee basis for use by the USD community.

Students may also participate in the many recreation classes offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, volleyball, tennis, and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. Other leisure programs available throughout the year include a Masters Swim Program and Drop-In Fitness. Drop-In Fitness is a flexible program which enables participants to take an unlimited number of classes per week on an exclusive drop-in schedule for one low fee. For additional information, contact the Recreational Sports Office at (619)260-4533.

### **INTRAMURAL SPORTS**

With a full schedule of men's, women's, co-recreation teams, and individual sports activities, the intramural program offers every student, faculty, and staff member the opportunity to participate in competitive as well as recreational sports. Activities include softball, football, basketball, floor hockey, bowling, tennis, soccer, golf, running events, volleyball, dodge ball, table tennis, and innertube water polo.

### **OUTDOOR ADVENTURES**

The Outdoor Programs Office offers services to students, faculty, staff, and alumni for a reduced price, encouraging self-growth and self-expression. Outdoor Adventures trip programs offer outings such as rock climbing, kayaking, canoeing, backpacking, hiking, outdoor cooking, as well as a rental program for people interested in planning a personal outing. Another popular program is the Customized Trip program where private outings for groups are planned based on their specific requests. The REACH-teambuilding program creates individual programs for groups that would like to enhance their communication skills, problem-solving abilities, group or self

awareness, or just have fun doing activities such as a low or high element Challenge Course. Outdoor Adventures partners with a local camp to offer weekend retreats. The office is located in Hahn University Center 136.

## STUDENT LEARNING AND INCLUSION

Student Learning and Inclusion has the responsibility of creating opportunities that enhance the educational experiences of all students. This is done by providing a wide range of programs and services. Beginning with the first day students arrive on campus, The Preceptorial/First Year Experience introduces students to liberal arts education, and the challenges and rewards of academic excellence. Our residential learning programs include Wisdom for the Real World, a community of juniors and seniors who are preparing for the transition to graduate school, professional school, and career opportunities. Student Learning and Inclusion is comprised of the following departments: Community Service-Learning, The Educational Opportunity Program, Housing, International Programs, Residence Life, Student Learning Initiatives, The United Front Multicultural Center, and The Women's Center.

## RESIDENCE LIFE

The purpose of the Office of Residential Life is to develop effective communities to enhance and support the mission of the University and facilitate student learning. Resident students can expect to find supportive faculty, students, and staff, along with a variety of resources and programs, all focused on the University's core values. Residence halls are not only a place to sleep and study, but they also provide an environment in which students are able to experience personal growth and development. Living in our residential communities provides students with the opportunity to grow and find meaning through friendships, exploration of ideas, and involvement both on and off campus.

Resident living accommodations house approximately 2,400 undergraduate students. Rooms are available in traditional dormitory style, suite-style living areas, and apartment units. Residence hall staff are present in each living area to serve as a resource for students.

Residence halls will be open for occupancy a few days prior to the first day of classes each semester. Exact dates are stated in the terms and conditions of the *Housing and Dining Services Contract*. Each room must be vacated 24 hours after the student's last final examination, or by noon on the day following the last day of final examinations, whichever comes first. The residence halls are closed during Christmas, Intersession, and Spring Break. The academic year housing contract does not include housing during these vacation periods, except for residents of Manchester Village and the Presidio and University Terrace Apartments, although students may leave personal belongings

in their rooms. Students have the option of contracting for housing during Intersession or Spring Break if they will be involved in academic course work or employment at USD. Specific terms and conditions regarding student housing are included in the *Housing and Dining Services Contract* that is provided to all resident students.

## COMMUNITY SERVICE-LEARNING

Through service, USD students are engaged to learn in partnership with the community, and make life-long commitments to promote social change and justice. For over 20 years the Center for Community Service-Learning has worked with the San Diego community. From direct service, addressing real needs identified by the community, to advocacy/activism, the Center provides students with valuable experiential education opportunities.

CASA (Center for Awareness, Service, and Action) gives any student the opportunity to serve at any time. Located in the Hahn University Center 161, CASA sponsors a wide range of student-led projects such as Special Olympics, Habitat for Humanity, Best Buddies, and Linda Vista Kids.

Through course-based service-learning, students are able to serve and learn in the context of the classroom. The community becomes part of the classroom and students are able to see and experience first hand what they are learning from their professors.

Many service projects address a variety of social issues which are brought to light and examined by the Social Issues Committee (SIC). Providing learning opportunities through an annual conference with major speakers, team-taught classes, and cultural events, SIC bridges the gap between service and activism.

The Center for Community Service-Learning is Located in Maher Hall 218; the telephone number is (619)260-4798. Hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.

## INTERNATIONAL PROGRAMS

The International Programs Office is responsible for the welfare of all international students and scholars attending the University on visa. This office acts as a resource and support to international students in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations, and requirements of the U.S. academic system. The main goals are to assist and support international students and visiting scholars for their well-being and ultimate academic success, and provide opportunities for the whole USD community to interact in order to promote and encourage international education. The International Programs Office provides various social, educational, and cultural programs including the International Students Reaching Out Community Service and the International Coffee Hour. This office is responsible for the orientation of new interna-

tional students and scholars, which includes assistance with housing, banking, health insurance, and other basic needs associated with living in a new country. The International Programs Office is located in Hahn University Center 132; the telephone number is (619)260-8835.

## ATHLETICS

As a member of the National Collegiate Athletic Association (NCAA), the University of San Diego Department of Intercollegiate Athletics maintains a full program of sports for men and women. Both the men's and women's programs compete in the West Coast Conference. Men's NCAA Division I sports include basketball, baseball, cross-country, golf, tennis, soccer, and crew. Football participates in Division I-AA. Women's Division I sports include basketball, cross-country, softball, crew, tennis, swimming, volleyball, and soccer.

## Athletic Eligibility

Admission to the University does not imply eligibility to compete in intercollegiate athletics, particularly in the case of students transferring from another college or university. Concerns about athletic eligibility should be directed to the appropriate coach or to the Director of Athletics.

# Student Services

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## BOOKSTORE

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new and used) and school supplies. In addition, you will find a selection of general books, calculators, art supplies, cards and gift items, stationery, USD clothing, class rings, imprinted merchandise, backpacks, magazines, film, and photo processing. The Bookstore also carries computer hardware, software, and computer supplies, and offers services such as faxes and mail orders. All major credit cards are accepted.

Regular Semester Hours:

Monday through Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.
Saturday	11:00 a.m. to 4:00 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.)

The USD Bookstore Express Store carries a wide variety of snack items and other sundries.

Regular Semester Hours:

Monday through Thursday	7:45 a.m. to 6:00 p.m.
Friday	7:45 a.m. to 4:00 p.m.
Saturday	9:00 a.m. to 4:00 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.)

To confirm hours, or if you have any questions, please call (619)260-4551 or visit <http://www.usdbookstore.com>.

## CAMPUS CARD SERVICES

The Campus Card Services Office (CCSO) is responsible for the administration of the CampusCash pre-paid services plan, the sale of commuter meal plans, the sale and distribution of parking permits, distribution of University identification cards, administration of the ONITY door lock system, and the Student Telephone system, including distribution of "Personal Billing Numbers" (PBN).

Current USD departments utilizing the services of the CCSO include:

- All Dining Services facilities
- Academic Computing
- Athletic Center
- Bookstore
- Cardiff Coffee
- Career Services
- Copley Library
- Housing and Residential Life (Door Access)
- Jenny Craig Pavilion
- Mail Center
- Outdoor Adventure
- Registrar's Office
- School of Business Administration (Door Access)
- Student Health Center
- Ticket Booth

Additional off-campus vendors include:

- Domino's Pizza (off-campus)
- Hillcrest Hardware
- Optometric Express
- Ryan's Café
- St Tropez Bakery Bistro

Additional services and departments will continue to be added in the future.

VISA, MasterCard, American Express, Discover, and CampusCash are accepted for your convenience.

The CCSO is located in the Bookstore in Loma Hall. Hours are Monday through Friday, 9:00 a.m. to 4:00 p.m. Please check our Web site for extended hours at <http://www.sandiego.edu/campuscard>. For more information or to contact them, call (619)260-5999 or e-mail [campuscard@sandiego.edu](mailto:campuscard@sandiego.edu).

## CAREER SERVICES

Career Services promotes the professional development of students and alumni. Emphasizing a personal approach to career planning, the staff offers a broad range of resources and services. Counselors conduct weekly workshops in resume writing and interviewing skills, as well as targeted sessions for clubs and classes. They also provide individual assistance with career decision making, job search strategies, and graduate school planning.

Career Services partners with alumni, faculty, and student organizations to host annual events such as the Career Expo, the Internship Fair, and the Graduate School Fair. The office also sponsors on-campus interviewing and specialized career programs. Career Services provides information on current job openings, internships, and career options in the center's library and on its Web site.

Located in Hughes Administration Center 110, Career Services is open Monday through Friday from 8:30 a.m. to 5:00 p.m., with extended hours on Wednesday until 6:00 p.m. Career Services can be reached by telephone (619)260-4654, fax (619)260-2270, or e-mail at [careers@sandiego.edu](mailto:careers@sandiego.edu). The Career Services Web site is <http://www.sandiego.edu/careers>.

## DINING SERVICES

USD's award-winning Dining Services is committed to providing the University community and its guests with the finest in service, food, value, and ambiance. Students may choose from a variety of delicious dining options across campus. Locations include: Main Dining, La Paloma café, Torero Grille (featuring Skip's, the T-House, and Mangia! Mangia!) the Marketplace (Deli, Bakery, and mini-market), Aromas coffeehouse, and concessions at the Jenny Craig Pavilion. Dining Services also includes Banquets and Catering – the University's exclusive caterer. For additional information on USD Dining, or to contact us, please log on to our Web site at <http://www.sandiego.edu/dining>.

## EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The purpose of the Educational Opportunity Program (EOP) is to enroll in the University of San Diego capable persons from ethnic minority groups and low-income backgrounds and make available academic support to help ensure their success as university students.

The EOP is designed for those students who have the potential to perform satisfactorily at the university level but who, without the help of EOP, would be unable to realize that potential due to economic, cultural, or educational background. Students from Native American, Hispanic, African American, Asian American, and low-income backgrounds are particularly encouraged to apply.

Although EOP does not provide direct financial aid, the staff is available to help admitted EOP students with procedures involved in applying for financial assistance. EOP students must apply directly to the Office of Financial Aid, located in the Hughes Administration Center, for available types of aid, including special grants, government grants, student loans, and part-time employment. EOP students, like all USD admitted students, will then be considered for financial assistance based on need as determined by the University. Students are strongly encouraged to submit the necessary paperwork as early as possible.

Because EOP students are expected to compete on an equal basis with other students, it is particularly important that the program provide the means to insure their academic success. All EOP students, therefore, are given free tutorial assistance in Core Curriculum courses. (This tutorial help is available to all USD students.) The director, as well as a preceptor and a major advisor, provides individual advising to EOP students. The director and staff take a personal interest in the progress of each EOP student from the time of application through graduation.

Interested and motivated students should contact the EOP Office, Serra Hall 202, at (619)260-4264.

## INTERNATIONAL SERVICES

The Office of International Services has the general responsibility for all immigration matters that affect international students and exchange visitors attending USD on non-immigrant visas. It serves as the liaison between USD, the Department of Homeland Security, the Bureau of Citizenship and Immigration Services, and the Department of State. It also monitors USD and its international students' and exchange visitors' compliance with Federal and State Immigration laws and regulations, and the academic progress of all international students on F-1 and J-1 visas.

The Office of International Services is in close contact with foreign governments, embassies, and international organizations. The office provides immigration advising for international students, exchange visitors, and all departments at USD that engage in research and academic exchanges with institutions outside the United States.

The Office of International Services is located in Serra Hall 316; (619)260-4678; <http://www.sandiego.edu/internationalservices>.

## MAIL CENTER

The Mail Center is located on the eastern end of the ground floor of Loma Hall. Mail boxes are provided in the lobby area for students who reside in Maher, Camino, and Founders Halls, Mission Crossroads, and the Alcalá Vistas. When available, non-resident students may rent mailboxes at a cost of \$20 per semester.

Service window hours are 8:00 a.m. to 4:30 p.m., Monday through Thursday; and 8:30 a.m. to 4:30 p.m. on Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available.

## PRINT SHOP

USD's full-service Print Shop is located behind Maher Hall – right around the corner from Aromas coffeehouse. Output services include printing from digital files, photocopying black and white plus full color, and printing from a wide variety of paper stocks and ink colors. Graphic services include design layout and typesetting. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating, and shrink wrapping. Products include posters, banners, resumes, and transparencies. Notary services are also available by appointment.

The Print Shop is open Monday through Friday, 8:00 a.m. to 6:00 p.m.; phone: (619)260-4890; fax: (619)260-2316; [printshop@sandiego.edu](mailto:printshop@sandiego.edu); <http://www.sandiego.edu/printshop/>.

## STUDENT LEARNING INITIATIVES

The Office of Student Learning Initiatives (OSLI) coordinates programs and services, primarily for first-year undergraduate students, to enhance student learning and promote student success in and out of the classroom. The OSLI is the home of the First Year Experience Workshops program and the Peer Advising program. Professional staff and peer advisors are available on a walk-in or appointment basis to help students access and address problem areas and identify other services to access for assistance.

In addition, students interested in beginning a student development transcript or becoming a peer advisor should visit the OSLI in Hahn University Center 102. For additional information, call the Office of Student Learning Initiatives at (619)260-5995.

## STUDENT WELLNESS

The University of San Diego places great importance on providing students with the support services necessary to help them maximize their educational experience, and to challenge them to develop knowledge, values, and skills to enrich their lives. The Wellness units (Alcohol and Other Drug Services, the Counseling Center, Disability Services, and the Student Health Center) seek to support student academic success and personal development by providing a comprehensive and integrated range of wellness services.

If you or someone you care about is in need of assistance, or could benefit from our services, please log on to the Web pages of the wellness units (<http://www.sandiego.edu/wellness>) to get more information on how to access services, or call us to discuss your concerns. All of the wellness services are confidential and available to enrolled students free of charge.

## Alcohol and Other Drug Services (AODS)

Hahn University Center 221; (619)260-4618

<http://www.sandiego.edu/aods>

AODS serves the USD community through educational opportunities, clinical programs, and research initiatives to reduce problems associated with alcohol and other drug use.

**Alcohol.Edu and Web-Based Assessments:** All incoming undergraduate students at USD are required to take an online education course designed to teach them important facts about alcohol and other drug use on college campuses. In addition, two anonymous Web-based assessment and feedback tools; the e-chug for alcohol use and the e-toké for marijuana use are available for students on the U-Net page. Both tools provide individuals with the opportunity to learn about alcohol or marijuana use and utilize a peer-to-peer comparison of substance use based on other college students in the United States and at USD.

**Individual Consultations:** Individual meetings are designed to provide education, discuss healthy life choices, decrease high risk alcohol and other drug related behaviors, and provide treatment and referrals when indicated. Meetings are either voluntary and mandatory depending on the referral source, and all information is completely confidential. Interventions are modeled after empirically based best practices in the field of prevention/treatment of alcohol and other drug issues.

### Educational, Support, and Twelve Step Groups:

AODS provides three types of groups, educational, support, and access to twelve step groups, based on administrative/student need. Educational groups are a forum for communicating accurate information about alcohol and other drug issues to the USD community. Educational groups provide the opportunity for students to reflect on past experiences and make future decisions from an informed position. Support groups related to alcohol and other drug issues are available on an as needed basis to connect students facing similar issues with peer support. AODS connects students with on and off campus twelve step groups based on the principles of Alcoholics Anonymous and the student's stage of recovery.

**Campus Connections Peer Education Group:** This is a student leadership group of peer educators who serve the USD community by sponsoring events to promote a healthy campus. Campus Connections has been active at USD for more than 15 years and has successfully hosted the National Collegiate Alcohol Awareness Week, Sexual

Assault Awareness Week, National Alcohol Screening Day, and many alcohol free alternative activities on campus including karaoke nights, dances, and other events. Students who participate in Campus Connections go through a selection process, receive training in leadership, alcohol and other drug education, and peer education, and utilize their skills in outreach activities to the greater USD and San Diego communities.

**College Cab Safe Ride Program:** Students may access the college cab program 24 hours a day, seven days a week to secure a safe ride from any situation that places them at risk (i.e., being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). Students simply call (619)291-3333 for a ride and the charge is billed to USD. Student's then have two weeks to pay half the cab fare in the AODS office or they will be billed for the full amount to their student account.

**Research Initiatives:** AODS actively participates in research and evaluation related to alcohol and other drug issues. The current primary research focus is funded by a National Institute of Health (NIH), National Institute of Alcohol Abuse and Alcoholism (NIAAA) grant. The project is a parent based intervention for the incoming freshman class at USD. The project is being completed in collaboration with the USD Department of Psychology and there are currently 10 part-time students working on it.

**AODS Hours and Staffing:** To schedule an individual appointment, workshop, or training, or for additional information about our programs and services, please call (619)260-4618, e-mail our Office Coordinator at anniewilkes@sandiego.edu, or stop by our office in Hahn University Center 221. For information about the Freshman Parent Teen Research Initiative please call (619)260-2297 or e-mail us at FRI@sandiego.edu.

### Counseling Center

Serra Hall 300; (619)260-4655  
<http://www.sandiego.edu/usdcc/>

The university years involve significant personal developments which can be exciting but also taxing intellectually, socially, and emotionally. Consistent with the University mission of holistic education, the University of San Diego Counseling Center (USDCC) engages in a broad range of services designed to support the personal and academic development of students. Professional psychologists and psychologists-in-training work together to meet students' psychological and academic needs.

**Counseling Services:** Many students experience difficulties as they adjust to university life; stress, loneliness, anxiety, depression, body image concerns, and relationship issues are common. Individual, group relationship, and family counseling are available. Each currently enrolled student may receive a complete assessment, with recommendations provided by the counselor for appropriate ser-

vices. Depending on student needs and counselor availability, recommendations may include services provided by USDCC or may involve services provided by other professionals on campus or in the community. USDCC services may include individual sessions provided by the Counseling Center's staff at no cost and/or group counseling sessions. Recommendations may also involve referrals to professionals such as psychiatrists, physicians, drug/alcohol abuse specialists, nutritionists, and attorneys.

**Prevention and Education:** The USDCC also stresses the importance of preventive educational interventions. Non-traditional services reach a larger number of students and help maintain a campus climate that supports the optimal functioning of a diverse student population. Workshops, trainings, and seminars are provided throughout the year, as are consultations to students, parents, and campus professionals on mental health issues. The USDCC also provides a self-help library including over 300 titles on issues such as time management, self-esteem, gender issues, multicultural awareness, stress, etc. Support groups have addressed topics such as body image/eating concerns, academic concerns, substance abuse, freshman adjustment, and relationship issues.

**Academic consultation:** Academic consultation is available to all students desiring to improve or enhance their performance. The psychological staff provides a variety of assessments and recommendations, including academic counseling, screenings for possible learning disabilities (through Disability Services), and personal counseling. Test-taking approaches, time management skills, stress management, and other coping skills are available as well. Students on Academic Probation are encouraged to use consultation services (supplemental to their major advisor).

**Hours and Staffing:** The Counseling Center is located in Serra Hall 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.; Wednesdays until 6:00 p.m. The Counseling Center can be reached at (619)260-4655. For after-hour emergencies the psychologist on-call can be reached through Public Safety Dispatch at (619)260-2222.

### Disability Services

Serra Hall 300; (619)260-4655  
<http://www.sandiego.edu/disability>

Disability Services at USD assists enrolled students with disabilities in achieving equal access through specific accommodations for which they are eligible. Under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights regarding equal access to programs and services. In order to access these rights, a student must self-identify and present documentation indicating that the disability substantially limits one or more major life activities,

including learning. USD's Disability Services is responsible for securing and maintaining this documentation as it relates to the disability claims of each student who chooses to identify himself/herself. Certain disabilities, such as mobility impairments, blindness, and deafness, are often readily observable and, therefore, do not require complicated documentation. The majority of students with disabilities, however, struggle with less physically obvious signs: low vision; hearing loss; learning disabilities; Attention Deficit Hyperactivity Disorder; psychiatric disabilities; and chronic health/medical concerns, such as diabetes, cancer, epilepsy, heart disease, HIV, or AIDS. These students require more extensive documentation. All students must submit current documentation to Disability Services from a qualified physician, psychiatrist, psychologist, learning disabilities specialist, or other licensed professional that discusses explicit connections between the functional limitations specific to the disability and evidence to establish a rationale supporting the need for suggested accommodations. Once the disability has been verified by Disability Services, it is the student's responsibility, with assistance from Disability Services, to arrange recommended accommodations with individual faculty members (e.g. accommodated administration of tests/exams or taping of lectures). Each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented at the discretion of the Director of Disability Services after meeting with the student assessing his/her present needs. It is the goal of Disability Services to promote maximum student independence.

For questions specific to documentation requirements for students with learning disabilities, Attention Deficit Hyperactivity Disorder, psychiatric/psychological disabilities, and/or medical disabilities, please refer to the Disability Services' Web site at <http://www.sandiego.edu/disability>.

USD is not responsible for the provision of support services if the student has not self-identified and submitted the required documentation to Disability Services, Serra Hall 300. Disability Services can be reached by calling (619)260-4655.

### **Student Health Insurance**

Insurance information and USD's Student Health Insurance can be obtained through the Wellness Area at <http://www.sandiego.edu/wellness>.

Health insurance is mandatory for all international students. For more information on how to enroll in USD's health care plan to meet the needs of international students contact the International Programs office at USD, located in Hahn University Center 132, or log on to the above mentioned Web site.

### **Student Health Center (SHC)**

Camino Hall 161; (619)260-4595

<http://www.sandiego.edu/healthcenter>

**Scope of Services:** The Health Center is designed to provide out-patient care for registered students. High-quality treatment for acute illness, injuries, and existing medical problems is available. Health Center doctors and nurse practitioners are trained in: General Preventive Medicine, Family Medicine, and Pediatrics/Adolescent Medicine.

**Medications, Laboratory, and X-ray Services:** Health center providers are able to write prescriptions for medications that can be filled at outside pharmacies, or students can purchase a wide range of generic prescription medications (such as antibiotics, allergy medicines, acne medications, etc.) at the Health Center for low cost. Students who choose to purchase medications from the SHC should be aware that they will be expected to use CampusCash, checks, or cash for payment. Health insurance cards or credit cards are not accepted. Most diagnostic laboratory tests are also available at the health center for a minimal fee, but payment for such services follows the same guidelines as for medications. There are no x-ray facilities on campus, but students can be sent to nearby facilities for needed studies. Students are encouraged to use their insurance benefits (when possible) to pay for these tests.

**Preventive Care:** The Health Center also offers preventive care, such as well-woman visits, immunizations, health promotion counseling, and massage. Immunizations are offered at a significantly lower fee than found in the community, and massage fees are also quite low (\$20 for 30 minute massage; \$10 for 15 minutes) A health educator is available by appointment to work one-on-one with students who request assistance in developing healthy eating and physical activity habits and quitting smoking.

**Volunteer EMT Service:** A student-run, physician-advised emergency medical service is offered to students on-campus. Student volunteers typically are available Friday and Saturday nights to assist with the triage and assessment of urgent medical situations on-campus. EMT availability may vary per semester based on the number of trained volunteers. The EMT service can be accessed by calling Public Safety at (619)260-2222.

**Hours and Staffing:** Health Center hours are: 8:00 a.m. to 4:30 p.m., Monday and Friday; 9:00 a.m. to 4:30 p.m. Tuesday and Thursday; and 10:30 a.m. to 6:30 p.m. Wednesday. A registered nurse, nurse practitioner, and/or a physician are available everyday. For urgent medical questions that occur when the Health Center is closed, an on-call provider may be paged by contacting Public Safety at (619)260-7777.

Emergency first aid is available through the Public Safety Office (ext. 2222) 24 hours a day, seven days a week.

# First Year Experience

## USD'S PHILOSOPHY FOR THE FIRST-YEAR STUDENT

The University of San Diego's first year experience strives to build a community of engaged student learners who value academic excellence, intellectual, personal and spiritual development, inclusion, ethical conduct, and compassionate service. It integrates two core components: the Preceptorial Program and the Residence Life living and learning environment.

The first year of college at the University of San Diego begins at the point of an undergraduate student's admission to USD and concludes at the beginning of the following academic year. The University assigns a high priority to a student's first year of college because the first year establishes an essential foundation for a successful educational and developmental experience. During the first year, students learn about the University's mission, core values, and expectations. As a result, students begin to practice the habits and skills of higher learning, thus helping shape the academic and social climate on campus.

Specific learning outcomes for the first year include the following:

### Academic Excellence

- Understand the goals and purpose of a liberal arts education
- Move toward independent learning and critical thinking
- Practice effective study and time management skills for various disciplines
- Identify academic support resources and utilize them effectively

### Diversity and Inclusion

- Develop a basic awareness of individual and cultural differences and similarities
- Recognize and challenge stereotypes and prejudice
- Interact with individuals with different cultural backgrounds in a respectful manner

### Spirituality

- Critically reflect on and refine one's faith, beliefs, and values
- Incorporate one's beliefs and values into decision making and behavior
- Expand understanding of different faith traditions
- Participate in the University's mission to serve with compassion, foster peace, and work for social justice

### Leadership and Service

- Take initiative to positively influence the common good
- Take initiative to address conflicts and problems as they arise
- Learn about opportunities for involvement on and off-campus

- Take initiative to uphold an environment of ethical conduct and academic integrity

### Responsibility for Self and Community

- Learn and comply with USD *Student Code of Rights and Responsibilities* and relevant local, state, federal, and international laws
- Make appropriate choices regarding personal and community safety
- Recognize impact of one's actions on the community
- Accept responsibility for behavior

### Interpersonal Competence

- Interact respectfully and effectively with faculty, staff, and administrators
- Collaborate effectively with others to accomplish common goals
- Resolve conflicts in a rational and respectful manner
- Establish and sustain positive relationships with members of the same and opposite sex

### Wellness

- Identify and manage stress and the demands of a new environment
- Make healthy choices regarding physical and mental well-being, fitness, nutrition, and the use of alcohol and other drugs
- Recognize, manage, and express emotions appropriately
- Identify and effectively utilize wellness resources on campus

Specific learning outcomes are matched with experiences common to all first-year students and include the following:

- Students participate in a brief orientation program prior to the start of classes
- Students participate in an ongoing orientation throughout the first year
- Students connect with a faculty advisor who assists students in planning a cohesive and productive program of study
- Students participate in a Preceptorial class
- Students participate in the Core Curriculum
- Students connect with a successful continuing student
- Students begin to develop a USD Student Learning and Development Transcript
- Students participate in a service activity
- Students attend a USD sporting event
- Students attend a cultural event on campus
- Students visit a San Diego landmark (e.g. Balboa Park, Birch Aquarium at Scripps, Cabrillo National Monument, Old Globe Theater, Old Town, San Diego Mission, San Diego Zoo, San Diego Wild Animal Park, Sea World, Petco Park)

# Academic Resources

The University provides modern and comfortable classrooms, fully-equipped science laboratories, a language laboratory, libraries, and academic computing facilities for student use.

## ACADEMIC RESOURCES

### Writing Center

The USD Writing Center is administered by the Department of English and staffed by trained, faculty-recommended peer tutors. Students and tutors work one-on-one in relaxed but structured one-hour sessions. A wide variety of writing references, as well as Macintosh and PC computers, are available. The Writing Center is located in Founders Hall 190B. Students may make an appointment by calling (619)260-4581.

### Logic Center

The Logic Center provides tutoring for students enrolled in logic classes at USD. It is staffed with tutors who have been recommended by their logic instructors and is an informal, drop-in center for students who need extra help in completing their assignments or preparing for their exams. The Logic Center is located in Founders Hall 160. Up-to-date information about the Logic Center and the work schedules of the student tutors is available at <http://www.sandiego.edu/LogicSlave/>.

### Mathematics Center

The Mathematics Center provides peer tutoring to students in their lower-level mathematics courses. The goal of the Mathematics Center is to provide short-term assistance while helping students become independent learners. The Mathematics Center is located in Serra Hall 152, and is available to USD students on a walk-in basis. Our tutors are selected through recommendations by faculty members. Although the tutors have been asked to give priority to students in lower-level classes, those tutors with advanced training will help with other mathematics questions whenever they have time to do so. The schedule and current information about the Mathematics Center is available at <http://home.sandiego.edu/~pmyers/mathlab/index.htm>.

## INFORMATION RESOURCES

### Copley Library

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over 500,000 books and bound periodicals and includes subscriptions to 2,500 journals as well as collections of reference works, government documents, pamphlets, newspapers in many languages, and rare books. It also houses the University's media software collection, including video and audio tapes, DVDs and CDs, slide sets, films, and multimedia sets.

Nine library faculty and additional professional and support staff and student workers make the collections available to the University community. A library computer system, SALLY, offers access to all of the library's book, journal, and media collections, as well as the collections of the Legal Research Center.

Copley Library is open 111.5 hours each week and its resources are organized in accessible, open stacks. Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds.

The libraries at USD are members of The San Diego Library Circuit Consortium, which maintains a database linking four university libraries in the region. Through this consortium USD students and faculty can easily access library materials from other campuses. A delivery system enables timely movement of materials from one campus to another.

In addition to its own collection and The Library Circuit, Copley Library has Internet connections with academic and large public libraries throughout the world and with major bibliographic and information databases, and makes this information available through the World Wide Web both inside the library and also to the dorms, offices, and homes of USD students and faculty.

Computers, photocopy machines, microform reader/printers, and media hardware are available for student use. Study spaces are available for over 600 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art.

### Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, houses more than 520,000 volumes of legal materials and includes comprehensive coverage of primary state and federal judicial, statutory, and administrative materials and an assortment of secondary materials and foreign and international materials, concentrating in tax, European Union, human rights, Mexican, and juvenile law. A full array of electronic resources is accessible through the online catalog. The library is a federal and state government depository.

The law library is normally open 112 hours a week, and reference librarians are normally available 70 hours a week. The collection is maintained to support the study and research of the students and faculty of the School of Law, who may also borrow materials from the other major San Diego universities via the The San Diego Library Circuit Consortium. Any USD student or faculty member needing information from legal materials may use the law collection.

### Academic Technology Services

Academic Technology Services supports computing and communication facilities for students, faculty, and research activities. A campus-wide Ethernet provides access to e-mail, Internet, and library services.

Laboratory facilities in Serra Hall include: two networked teaching laboratories (Macintosh and PC); one general lab with Macintoshes, PCs, and printers; a LINUX workstation lab; a classroom with Macintosh systems; and a small PC general computing room. Olin Hall houses a microcomputer lab of PC compatible workstations. Maher Hall 114 is a laboratory classroom used for laboratory access as available. All laboratory workstations have access to the campus network.

Through Instructional Technology Services, Academic Technology Services also supports media classrooms in Serra and Maher Halls, as well as in other locations across campus.

### Instructional Technology Services

Instructional Technology Services (ITS) is comprised of Media Production, Digital Graphic Design and Multimedia Lab, Repair and Installation, and Media Equipment checkout. The department is located on the ground floor of Maher Hall. Hours of operation are Monday through Friday from 8:00 a.m. to 5:00 p.m. Please call (619)260-4567 for information.

We provide a wide range of resources including equipment lending, digital graphic services, audio/video/multimedia production, media duplication, video/multimedia workstations, technical assistance, classroom support, and consultation/installation services.

For assistance in initial setup of Web-related materials or WebCT accounts, please contact Academic Technology Services at (619)260-4810. ITS can provide support for graphics design, video production, digitizing, and other related services for your Web-based activities in consultation with Academic Technology Services.

## Centers and Institutes

### SCHOOL OF BUSINESS ADMINISTRATION CENTERS AND INSTITUTES

For Centers and Institutes within the School of Business Administration, please see pages 197-198. These include:

- John Ahlers Center for International Business
- Burnham-Moores Center for Real Estate
- Accountancy Institute
- Supply Chain Management Institute

### SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES CENTERS AND INSTITUTES

For Centers and Institutes within the School of Leadership and Education Sciences, please contact the School. These include:

- Center for Applied Nonprofit Research
- Center for Student Support Systems
- Educational Leadership Development Academy
- International Center for Character Education
- Leadership Institute
- SOLES Global!

### CENTER FOR CHRISTIAN SPIRITUALITY

The USD Center for Christian Spirituality (CCS) fosters the exploration and the development of Christian spirituality in dialogue with other spiritual traditions in four areas: personal enrichment, professional life, academic life, and social action. Center activities include:

- Workshops and seminars in spirituality and professional life;
- Courses in spirituality and spiritual direction preparation; and,
- Collaborative initiatives in social action both within and outside the USD community.

Student participation is welcome. For information, contact the Center for Christian Spirituality, Maher Hall 280, or phone (619)260-4784.

### CENTER FOR LEARNING AND TEACHING

The Center for Learning and Teaching (CLT) was established to help faculty in all phases of their pedagogical development from the time they first arrive at the University of San Diego through their Emeriti years. The Center is committed to assisting faculty in promoting the institution's core values of academic excellence, knowledge, community, ethical conduct, and service. Faculty can choose from a series of workshops, charlas (roundtable discussions), showcases, panels, and forums with the goal of providing opportunities to explore an array of issues related to teaching and development. The Center is staffed by the director, the program coordinator, and the Faculty

Advisory Committee of academic and administrative representatives. The Center works closely with program coordinator representatives from across the University community. CLT staff are currently in the process of building a variety of resources online, including scholarly references indexed by topic. For current information on programs and events, log on to <http://www.sandiego.edu/clt>.

### **CENTER FOR THE STUDY OF LATINO/A CATHOLICISM**

The Catholic Church in the U.S. is rapidly changing in its demographic makeup. Nearly one half of all U.S. Catholics are Latino/as, and their proportional representation will only continue to increase within the Church. This demographic reality (and its profound social, pastoral, and theological consequences) strongly suggests that further interdisciplinary research into Latino/a Catholicism is an urgent and necessary task.

The University of San Diego is uniquely qualified to engage in and promote the necessary research into U.S. Latino/a religious reality. USD is one of the few institutions of higher education in the country with significant library holdings on Latino/a and Latin American religion. Among its faculty, USD counts scholars with recognized reputations in the field of Latino/a and Latin American religious studies and theology. *The Journal of Hispanic/Latino Theology*, the only such publication in the country, was founded at USD and edited here for several years. The *JHLT* is a periodical with a national and international audience composed mainly of scholars in theology and religious studies.

It seemed very important that USD promote – in a systematic, multiperspectival, and interdisciplinary manner – a sustained reflection of Latino/a Catholicism and its impact on the overall U.S. Church. In order to accomplish this in a way congruent with the nature of a university, USD established the research-oriented Center for the Study of Latino/a Catholicism. The Center promotes and organizes national and international symposia, research projects, publications, etc., which would contribute to the interdisciplinary study and interpretation of Latino/a Catholicism in the U.S. For information on the Center and its projects, log on to <http://www.sandiego.edu/theo/Latino-Cath.index.php>.

### **ENGLISH LANGUAGE ACADEMY**

The USD Division of Continuing Education has designed an English Language Academy (ELA). The program offers a values-based intensive English language proficiency and cross-cultural program.

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program offers academic preparation, instruction in intermediate to advanced language proficiency levels, and TOEFL preparation courses. It is a year-round program with small class size and a cultural component.

Students will be tested and placed in courses appropriate to their skill level, needs, and goals.

For more information, contact the English Language Academy at (619)260-8887.

### **INSTITUTE OF COLLEGE INITIATIVES**

The University of San Diego's Institute of College Initiatives (ICI) introduces local, national, and international communities – especially students and families – to USD, and provides services to assist achievement. Three year-round TRiO programs are funded by the U.S. Department of Education: Upward Bound, Student Support Services, and McNair Scholars (see below). Other programs collaborate with local educational institutions and include: Expanding Your Horizons, Botball and Robotics, a California Mathematics and Science Partnership, and a chapter in formation of the National Council on Youth Leadership. Each summer the Institute operates a selective, limited Bridge program. Finally, the Institute provides liaison to scholars, programs, and projects of Rotary District 5340 of San Diego and Imperial Counties.

### **USD TRiO McNair Post-Baccalaureate Achievement Program**

Dr. Ronald E. McNair, physicist and astronaut, dared to dream. An African American growing up in a poor community in the South, he encountered discrimination early in his youth. Still he pursued his goal of becoming a scientist, earning a Ph.D. in laser physics from MIT. Selected by NASA for the space shuttle program, he was a mission specialist aboard Challenger. After his death in its explosion, Congress funded the McNair Post-Baccalaureate Achievement Program. It prepares low-income, first-generation college students, and/or students who are currently underrepresented in the sciences (African-American, Hispanic/Latino, Native American), to follow Dr. McNair's vision and become university professors.

Exceptional individuals from disadvantaged backgrounds who will make excellent university professors may not be easily identified. USD McNair Scholars is comprised of 25 high-achieving and self-motivated undergraduates majoring in the sciences, computer science, engineering, and most social sciences.

Research is at the heart of USD McNair Scholars. Participants are partnered with faculty mentors in their discipline and formulate a research plan. In summer, Scholars receive stipends to support their research projects. USD McNair further supports the publication and presentation of participants' results in journals and professional conferences.

USD McNair Scholars provides opportunities for participants to visit graduate schools and prepare for the graduate school application process. Scholars receive individual tutoring and academic counseling to ensure academic

success. Assistance in preparing for the Graduate Record Examination (GRE) and in securing admission to and financial assistance for enrollment in graduate programs is also provided. Finally, to aid Scholars in all these pursuits, each Scholar receives the loan of a laptop computer and instructional technology training.

### USD TRiO Student Support Services

*The Rock, The River, The Tree:* USD TRiO Student Support Services (SSS) helps to meet the “success beyond college” needs of 160 eligible students who enroll at USD from low-income and/or first generation backgrounds, and/or who have documented disabilities. USD SSS strengthens its participants’ abilities through academic foundations, values, and support systems. It provides services to retain and graduate students, helping them to begin careers and pursue graduate education. Admitted students transition to USD during a one-week Bridge program. Services are provided in the academic year and summer through the senior year: advising, financial aid and personal counseling, instructional support, peer networking, mentoring, and post-BA planning. SSS encourages a USD climate that nurtures success for all. *Rock* activities assess and enhance academic foundations. *River* activities help students to articulate values held, and how they influence self-esteem and behavior. *Tree* activities help families to target achievement and bond students with peer, community, and global families.

### USD TRiO Upward Bound

USD’s TRiO Upward Bound Project creates intensive and nutritive services to meet the “success beyond high school” needs of up to 70 eligible low-income, first-generation students from Kearny High School. Funded through a U.S. Department of Education grant, Upward Bound sponsors year-round activities with Project faculty, staff, and students, empowering and enhancing the abilities of student participants and their families toward post-secondary education through individualized academic assessment, course work, advising, counseling, tutoring, mentoring, educational field trips, SAT preparation, college admissions and financial aid guidance, and a five-week summer residential academic program on USD’s campus.

## JOAN B. KROC INSTITUTE FOR PEACE & JUSTICE

The Joan B. Kroc Institute for Peace & Justice (IPJ) was founded with a \$25 million gift from San Diego philanthropist Joan B. Kroc. The mission of the IPJ is to foster peace, cultivate justice, and create a safer world. Through education, research, and peacemaking activities, the IPJ offers programs that advance scholarship and practice in conflict resolution and human rights. The Institute strives, in the late Joan B. Kroc’s words, to “not only talk about peace,

but to make peace.” Mrs. Kroc also created a lasting legacy for peace by leaving the University a \$50 million endowment in 2003 to establish a School of Peace Studies and continue peacebuilding, research, and programs at the IPJ.

Working in conjunction with other USD colleges and departments, the Joan B. Kroc Institute for Peace & Justice prepares students for careers in conflict resolution and human rights, provides a forum for scholarly analysis of essential issues in these fields, and links education and research with the outreach programs of the Institute.

The IPJ also serves as an unofficial mediator/facilitator to assist parties to peacefully prevent or resolve conflict, convenes disparate groups to assist them in planning more peaceful and just futures for their peoples, seeks to bring together official and unofficial voices for peace, and provides assistance in human rights and conflict resolution training and education. Some examples of IPJ programs include:

*Internship Program.* The Institute for Peace & Justice offers an internship program that brings in graduate and undergraduate students from around the U.S. and the world to track conflicts and human rights issues globally. To date the IPJ has hosted students from Canada, Hungary, Ireland, Italy, Poland, Scotland, South Africa, the U.K., and the U.S. Interns have come from diverse educational backgrounds. Some have gone on to graduate schools; others have continued their peace work as legal practitioners, immigration lawyers, and NGO and UN workers.

*Master’s Degree in Peace and Justice Studies.* The master’s program in Peace and Justice Studies consists of a 12-month course of study that focuses on international relations, ethics and human rights, and conflict resolution. The program started in August 2002 when the first class of 13 students was admitted. The students in the program have come from Afghanistan, Bosnia, the Democratic Republic of Congo, Eritrea, Greece, Italy, Kenya, Mexico, Nepal, Russia, Rwanda, Sweden, Uganda, Tanzania, and the U.S. Some students have received scholarships from Rotary and Fulbright; others receive partial scholarships from USD.

*Joan B. Kroc Distinguished Lecture Series.* A separate endowment from the late Mrs. Kroc funds an ongoing Distinguished Lecture Series dedicated to creating new knowledge on the prevention of deadly conflict. The series features high-level policy makers and practitioners from around the world who present groundbreaking approaches to building peace, justice, and human rights. Students are encouraged to attend.

*WorldLink – Connecting Youth to Global Affairs.* WorldLink joins forces with schools, teachers, student exchange programs, citizens, corporations, and nonprofit organizations to bring high school students from Baja California and San Diego to the IPJ to learn about a regional concern from a global perspective. Co-sponsored by the U.S. Department of State and with the help of corporate and non-governmental organizations, the annual Youth Town

Meeting provides young people their own powerful forum. Topics have included human trafficking, gender and human rights, and national priorities versus global responsibilities.

*Women PeaceMakers Program.* The Women PeaceMakers Program (WPP) is a residency program that is supported through a generous grant from the Fred J. Hansen Foundation. Four women peacemakers spent eight weeks at USD each fall of the first three years of the program. Women have come from Cambodia, Guatemala, Israel, Korea, Kyrgyzstan, Pakistan, Philippines, Sierra Leone, Somalia, Sri Lanka, Uganda, and Zimbabwe. While in residence, the women peacemakers have the opportunity to participate in workshops to exchange ideas and approaches to peacemaking and justice, increasing their capacity to further prepare them to participate in peacebuilding efforts and in post-conflict decision making. The women peacemakers give presentations to students and the public at the IPJ and throughout the San Diego community. Their experiences and peacebuilding techniques are published for educational and research purposes.

*Fieldwork in Peacebuilding.* In regions around the world, the IPJ has been involved in dialogue, workshops, and planning for conflict resolution, peacebuilding, and the development of stable post-conflict societies. The IPJ has special consultative status with the Economic and Social Council of the United Nations.

## **MANCHESTER FAMILY CHILD DEVELOPMENT CENTER**

The primary goal of the Manchester Family Child Development Center is to offer a safe and enriching environment in which children can share, grow, and learn. It offers a rich, stimulating setting that is warm and supportive of each child's individual learning pace.

Affiliated with USD's School of Leadership and Education Sciences, the Center serves as a practicum and research site for members of the University community. The Center accepts all children between the ages of 2-1/2 and 5 years, with the availability of both full- and part-time enrollment options. Each class of 12-14 mixed-age children is staffed by two qualified teachers.

The Center operates from 7:15 a.m. to 5:45 p.m., Monday through Friday, 48 weeks per year. Volunteers are welcome and encouraged to inquire. For additional information, including current tuition rates, please contact the Center at (619)260-4620.

## **TRANS-BORDER INSTITUTE**

The mission of the Trans-Border Institute (TBI), founded in 1994, is:

- To help the United States-Mexico border community in ways consistent with the nature and mission of the University;
- To position the University of San Diego in the United States-Mexico border community;

- To address multinational characteristics and to help stimulate exploration of the concepts and contexts of border within the curricular, research, and service modes of activity of the University; and
- To serve as a vehicle for communication, dialogue, exchange, and collaboration in order to break down the barriers between peoples, with special attention to the United States-Mexico border region.

In order to accomplish these goals, the Trans-Border Institute will provide the students and faculty of the University, as well as the people of the United States-Mexico border community within which the University is located, information, contacts, and opportunities for study, research, internships, academic exchange, partnerships, and service learning.

The Trans-Border Institute is organized to encourage participation of students, faculty, staff, projects, and the community. The TBI welcomes those who would like to be involved in developing the Institute as it helps develop USD's growing involvement with its surrounding communities on both sides of the border.

TBI's activities include a Speaker Series, a Research Grant Program for both student and faculty research on border-related issues, a Web site (<http://www.sandiego.edu/tbi>), and a newsletter. TBI co-sponsors other programs and activities related to the border and the broader area of Latin America. TBI has ties with the Center for U.S.-Mexican Studies at UCSD, the Institute for Regional Studies of the Californias at SDSU, the Colegio de la Frontera Norte, and other Border Studies institutes in Europe and Latin America.

## **VALUES INSTITUTE**

The principal aim of the Values Institute is to provide a place where people can come together for the thoughtful discussion of difficult moral issues. We seek to provide such a place for members of our own immediate University community, for members of our own local San Diego community, and for the larger national and international communities of students and scholars through courses, lectures, seminars, workshops, and conferences, both on campus and on the World Wide Web.

The Values Institute (<http://ethics.sandiego.edu/values/>), located in the USD Department of Philosophy, builds on a long history of support for the development of ethics-related initiatives at the University of San Diego. The University received a major grant from the National Endowment for the Humanities to promote the development of team-taught interdisciplinary values courses.

The Values Institute is also the home of USD's nationally recognized Ethics across the Curriculum (EAC) program (<http://ethics.sandiego.edu/eac/>). The EAC program seeks to provide support for the development of ethics-related components in all aspects of the curriculum. It does this through sponsoring a two-day curriculum development

workshop and public lecture by a visiting scholar, on-campus lectures on matters of moral concern, the acquisition of ethics-related instructional materials, and support for faculty attendance at ethics-related conferences.

The Values Institute, through its support of Ethics Updates (<http://ethics.sandiego.edu>) and Ethics Videos

(<http://ethics.sandiego.edu/video/>), seeks to make resources in ethics available to students, faculty, and the interested public through the World Wide Web. It receives approximately two million visits annually.

## Additional Associations and Organizations

### THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

“Engaging alumni on behalf of our students” is the vision statement of the Alumni Association. This vision is realized through the interaction of graduates and students through joint activities, benefits, services, volunteer opportunities, and financial support of student programs. Governed by a Board of Directors, the Association plans class reunions, Homecoming, student and alumni networking events locally and regionally, the Alumni Honors Awards, and other special events. The Alumni Online Community provides graduates and students the ability to connect with each other via the Web for mentoring, information interviews, and to encourage affinity alumni involvement with students enhancing the value of their relationship with USD. Additional service and career programs are offered to foster and grow their lifelong relationship with the University. Special interest groups include:

#### The Alumnae/i of the Sacred Heart

The San Diego Alumnae/i of the Sacred Heart includes graduates of the San Diego College for Women, one of the founding institutions of the University of San Diego. It operates in conjunction with the Alumni Association of the University and is a unit of the national Associated Alumnae/i of the Sacred Heart (AASH). Its mission is to nurture in its members faith development, intellectual values, personal integrity, and service to community. Currently, members of the USD Founders Club are eligible for membership.

#### USD School of Business Administration Alumni Association

The School of Business Alumni Association (SBAA) has as its mission to support alumni, advance the School of Business Administration, and enrich the student body through events, services, professional development, and continuing education opportunities intended to encourage a lifelong relationship with the University of San Diego.

#### USD School of Nursing and Health Science Alumni Association

This Association encourages educational, social, and career development for the alumni of the Hahn School of Nursing and Health Science and the University.

### THE UNIVERSITY OF SAN DIEGO PARENTS ASSOCIATION

The Office of Parent Relations coordinates the USD Parents Association. All parents of USD students are members of this organization. The Parents Association is led by a volunteer Board of Directors whose mission is to keep parents informed and involved with the University through various publications and activities. Additionally, the Association is committed to mobilizing parents to offer their talents and abilities, to coordinate financially, and to join other parents, students, and University personnel in helping to create a university environment that develops men and women of integrity who will make a significant contribution to the society in which they live. Volunteer opportunities for parents are also available in the areas of admissions support, career advising and networking, development, and hosting or staffing regional events. For more information about the Parents Association or the Board of Directors, please contact the Office of Parent Relations at (619)260-4808.

### BUSINESSLINK USD

BusinessLink USD is the University’s premier corporate affiliation program comprised of organizations seeking to form mutually beneficial partnerships between business and education. These collaborative, multi-faceted relationships include opportunities for corporate sponsorship, marketing exposure, preferred participation in networking events, and student recruitment. In return, the University gains exposure to the corporate world to accomplish strategic initiatives and insight into the changing face of San Diego’s dynamic economic landscape to better prepare the workforce of tomorrow. For more information about becoming a member of BusinessLink USD, please contact the Office of Corporate Relations at (619)260-4690.

### ANCILLARY ORGANIZATIONS

**Friends of the USD Libraries** support the mission of the University through affiliation with its libraries. Through patronage and sponsorship of events, the group provides underwriting for the continued growth and development of the USD libraries.

**Gold Club** is a group committed to the success of the Annual Sports Banquet event. Their financial support helps to underwrite the event and provide maximum benefit to the athletic programs at the University of San Diego.

**Invisible University** is a continuing education program for community members interested in learning and participating in academic and cultural events at USD. Members also support USD financially through annual scholarships and other gifts. Invisible University is open to anyone wishing to pursue academic enrichment and promote philanthropy in a friendly, informal atmosphere.

**Patrons of the USD Fine Arts** is dedicated to furthering the growth of fine arts programming, stimulating interest and pride in those programs, and emphasizing the cultural value of the University and its fine arts programs to the greater San Diego community.

**President's Club** consists of alumni/ae, parents, and friends who support the University with an annual gift of at least \$1,000. Members of the President's Club are the University's leading annual benefactors.

**Puente de Oro** is a group whose members, through their planned gifts, have chosen to endow the University of San Diego's tradition of excellence for future generations.

**Torero Athletic Association** is an organization committed to the support and promotion of athletics at the University of San Diego. They accomplish this through on-going communication, development and recognition, and a variety of athletic-related events.

## Chairs and Professorships

### THE ERNEST W. HAHN CHAIR OF REAL ESTATE FINANCE

The endowed Hahn Chair of Real Estate Finance was established to honor Ernest W. Hahn, a long time member of the Board of Trustees of the University of San Diego and its first lay chairman. Mr. Hahn was a major force in real estate development in California and the nation. The purpose of the Chair is to provide a focal point for the development of real estate education at the University of San Diego. This program was made possible by gifts from 250 donors.

### HERZOG ENDOWED SCHOLARS/HERZOG RESEARCH PROFESSORS

The Herzog Endowed Scholar award recognizes meritorious teaching or scholarly productivity in the area of law. This award grants funding to younger faculty over a one-year duration to be used for professional development, research, or teaching projects. Scholars who establish records of enduring research accomplishments may be designated as permanent Herzog Research Professor of Law. The Herzog Endowment was established by Dorothy A. and Maurice R. Clark in 1995.

### FLETCHER JONES CHAIR OF BIOLOGY

The Fletcher Jones Chair of Biology was established by The Fletcher Jones Foundation to honor its founder. Mr. Jones was deeply committed to improving education as the most effective means of improving the quality of life for the American people.

### MARY AND CHURCHILL KNAPP CHAIR OF LIBERAL ARTS

The Mary and Churchill Knapp Chair of Liberal Arts makes possible the annual appointment of a visiting distinguished professor who will contribute to the vitality and centrality of liberal arts disciplines in the College of Arts and Sciences. Churchill and Mary Knapp of La Jolla,

California, funded this endowment through a gift of their home to the University.

### MSGR. JOHN RAYMOND PORTMAN CHAIR OF CATHOLIC SYSTEMATIC THEOLOGY

Funded by an anonymous donor, the Msgr. John Raymond Portman Chair of Roman Catholic Systematic Theology affirms the identity of USD as a Catholic university by supporting a distinguished scholar in the Department of Theology and Religious Studies. This scholar of theology will engage in teaching, research, and service that advances a disciplined reflection of the dynamic unity of faith and reason in the life and doctrines of the Roman Catholic Church.

### PRICE CHAIR IN PUBLIC INTEREST LAW

The Price Chair in Public Interest Law was established in 1990 through the generosity of San Diego philanthropists Sol and Helen Price. The first endowed faculty chair established by the School of Law, the holder of the chair teaches public interest law and directs the Center for Public Interest Law. Professor Robert C. Fellmeth is the first and current Price Chair in Public Interest Law and serves as the Price Professor of Public Interest Law on the law faculty.

### STEBER PROFESSORSHIPS

The Steber Professorships in Theology and Religious Studies and in Business Administration have been established to recognize substantial contributions by faculty in the areas of teaching, research, and service. One or two of these are awarded each year. The professorships were made possible through the generosity of the late Clarence L. Steber, a former trustee of the University of San Diego.

## THE DEFOREST STRUNK CHAIR OF SPECIAL AND TEACHER EDUCATION

The endowed DeForest Strunk Chair of Special and Teacher Education was established by an anonymous donor to provide a faculty position in the School of Leadership and Education Sciences' Special Education program and Department of Learning and Teaching. Dr. Strunk was a Director of the then Division of Special Education from 1970 to 1985.

## UNIVERSITY PROFESSORSHIPS

Each year 15 University Professorships are awarded to deserving faculty members. These are of two types.

University Professorships–Recognition Based are awarded to those who have demonstrated outstanding, balanced, cumulative career contributions supporting the mission and goals of USD.

University Professorships–Project Based are awarded to those who are recognized for an outstanding project proposal which fosters the faculty member's scholarly achievement and the University's mission and goals for the ultimate benefit of USD students.

## WARREN DISTINGUISHED PROFESSOR OF LAW

The Warren Distinguished Professor of Law award is a permanent honor bestowed in recognition of an extensive record of outstanding scholarly productivity. The Warren Family Endowment for Faculty Development was established in 1995-1996 by Mr. and Mrs. Frank Warren, enabling the School of Law to recognize and retain distinguished faculty.

# Admission

Admission to the University of San Diego is based upon evidence of the applicant's fitness to succeed in, benefit from, and contribute to the University community. Consideration is given to past performance, test scores, recommendations, a personal essay, and other information the candidate provides on the application for admission.

## ADMISSION TO FRESHMAN STANDING

Admission to freshman standing is based on the following factors:

1. **Performance in secondary school.** Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history, and social science). Both the content of the program and the quality of the performance will be considered;
2. **Scores on the SAT I or ACT.** Students should plan to take this test in their junior year, early in their senior year, or at least nine months prior to their planned university enrollment. For both tests, students are required to take the writing section;
3. **Academic recommendation from high school faculty;**
4. **Personal essay;** and,
5. **Evidence of leadership, talent, service, or other qualities which will lead to success and meaningful participation in college and the larger community.**

Additional, specific prior preparation is strongly recommended for students planning to pursue a major in engineering. For further information, see the Electrical Engineering section in the School of Business Administration portion of this *Bulletin*.

## ADVANCED PLACEMENT (AP) AND CREDIT FOR ADVANCED WORK

The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his or her undergraduate program.

Advanced placement college credit may be granted for advanced placement courses taken in secondary schools when such courses are completed with scores of 3, 4, or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board (Higher scores are required on certain tests; consult the Office of the Dean of the College of Arts and Sciences Web site at <http://www.sandiego.edu/as/> for a current listing).

Students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit if such courses were taken after the sophomore year.

## COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

College credit may be granted, within certain limitations, for the Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. Units earned in this manner require extra payment.

## INTERNATIONAL BACCALAUREATE (IB)

The University of San Diego recognizes the International Baccalaureate (IB) as a rigorous College Preparatory Program. The University will award credits to students having successfully passed the individual IB

Higher Level examinations with scores of 5 or higher. Satisfaction of specific University requirements by IB credit is decided in consultation with individual departments. Credit is also awarded to students who have successfully passed selected IB SL examinations with scores of 5 or higher. Consult the Web site of the Office of the Dean of the College of Arts and Sciences at [www.sandiego.edu/as/](http://www.sandiego.edu/as/) for a current listing of credits awarded.

## ADMISSION TO ADVANCED STANDING

The University normally accepts transfer students from other colleges and universities who were admissible to the University as freshmen and present a strong record in their previous college work.

Candidates who were not eligible for admission to the University as freshmen will be considered if they present a balanced academic program of at least 24 semester-units of transferable academic work with a strong record.

Students who have left the University without an approved leave of absence should seek readmission through the Office of the Registrar.

Candidates for advanced standing, in addition to the application procedures listed, must present official transcripts of all college work attempted and a letter of recommendation from the previous college.

Transfer credit is officially evaluated by the Office of the Dean of the College of Arts and Sciences following the student's acceptance and submission of the commitment deposit. No official evaluation can be made before that time.

## APPLICATION PROCEDURE

1. A candidate should obtain the Application for Admission from the Office of Admissions and return the completed form with the fee of \$55 (non-refundable).
2. A candidate should ask the Registrar of his/her high school (and colleges, if any) to send the official transcripts to the University. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the SAT I, including writing, of the College Entrance Examination Board, and/or ACT with writing results, should be forwarded to the University at the request of the student.
4. The applicant should arrange to have sent directly to the University the recommendation as indicated on the Application for Admission form.
5. When the above data are filed, Undergraduate Admissions will inform the student of the action taken on the application according to the calendar published in the *Undergraduate Perspective*.
6. Early action consideration is available to freshman candidates completing the application before November 15. When appropriate, candidates not selected for early action will be referred to the regular admissions process.

7. Admitted candidates are required to send a commitment deposit before the deadline noted in their letter of acceptance. Commuting students should send a \$100 deposit and resident students should send a \$250 deposit/room reservation fee.
8. The University observes the announced National Candidate's Reply Date. This means that candidates who have been informed of their acceptance to the University are not required to make any non-refundable deposit prior to May 1.

The University of San Diego is a member of the National Association for College Admission Counseling and subscribes to the Statement of Fair Practices of that organization.

## INFORMATION FOR INTERNATIONAL STUDENTS

The University of San Diego welcomes international students who can demonstrate their ability to undertake college work successfully in the United States.

Applicants for admission from other countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated into English and certified as accurate by the school, a consulate official, or an official translator. Evaluation of international transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08540. Nursing students whose primary language is not English must take the Test of Written English in conjunction with the TOEFL. The SAT or ACT with writing is required of all international freshman applicants. The SAT is administered throughout the year worldwide. To obtain SAT registration materials, log on to <http://www.collegeboard.com>. It is the responsibility of the international student to see that all credentials for admission to the fall semester are received by January 5. The last TOEFL test dates to meet the deadlines are January for the fall semester and October for the spring semester.

**All international students accepted by the University must provide for their financial support from non-University sources.** They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Accepted resident students should send a tuition deposit/room reservation fee of \$250 and commuting students should send a tuition deposit of \$100 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until receipt of the deposit.

USD is authorized under federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20A. The I-20A will be sent to the student after acceptance and upon receipt of an affidavit of support indicating the amount and source(s) of finances.

### VETERANS CERTIFICATE OF ELIGIBILITY

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veteran's authority in order that the University can certify to the Veterans Administration that he or she has entered into training. For further information, eligible persons should contact their local Veterans Administration Office or the USD Registrar's Office, Founders Hall 113.

## Expenses

### 2006-2007 EXPENSES FOR UNDERGRADUATE STUDENTS

All students are expected to become familiar with the financial obligations they incur by registering at the University. The following information provides the essential data; if in doubt, however, a student should check the USD Student Accounts Web site at <http://www.sandiego.edu/studentaccounts> or make inquiries at the Student Accounts Office, Hughes Administration Center 207, prior to the Registration/Fee Payment date.

The application fee is payable when application is made for admission. It must be paid by all students. (The application fee may be waived where there is evidence of exceptional financial need.)

Application Fee . . . . .55.00

#### Tuition, 2006-2007

Students entering prior to Fall 2004  
 1-11.5 units, per unit . . . . .965.00  
 12-18 units, per semester . . . . .13,965.00  
 Over 18 units, per additional unit . . . . .965.00

Students entering after Fall 2004  
 1-11.5 units, per unit . . . . .1,050.00  
 12-18 units, per semester . . . . .15,240.00  
 Over 18 units, per additional unit . . . . .1,050.00

Auditing is one-half the regular unit tuition charge.

**Note:** Tuition for 2007-2008 has not been determined. It is expected to increase.

#### Associated Students (AS) Fee

Students entering prior to Fall 2004  
 12-18 units, per semester . . . . .70.00  
 7-11.5 units, per semester . . . . .28.00  
 3-6.5 units, per semester . . . . .8.00

Students entering after Fall 2004  
 12-10 units, per semester . . . . .76.00  
 7-11.5 units, per semester . . . . .28.00  
 3-6.5 units, per semester . . . . .8.00

(The AS Fee is optional for students enrolling for fewer than 3 units.)

#### Deposit, 2006-2007

Advance tuition deposit for new commuter students (non-refundable) . . . . .100.00

Advance tuition and room deposit for new resident students (non-refundable) . . . . .250.00

Advance room pre-payment for returning resident students . . . . .250.00  
 (During the spring semester, returning students are able to contract for their upcoming academic year housing. Please contact the Housing Office for additional information concerning application/payment deadlines and refund policies.)

Damage/cleaning deposit for resident students (due at registration) . . . . .100.00

#### Special Fees, 2006-2007

Change of Program Fee . . . . .5.00

Credit by Examination: One-half the regular per-unit tuition charge

Competency Exam Fee . . . . .25.00

ID Replacement Fee . . . . .15.00

Late Payment/Late Registration Fee . . . . .150.00

## Parking Fees

Commuter Permit . . . . .255.00

Motorcycle Permit . . . . .45.00

Resident Permit . . . . .280.00

*Note:* The parking fees for 2006-2007 and 2007-2008 have not been determined. They are expected to increase.

Returned Check Charge . . . . .25.00

Student Health Services Fee . . . . .76.00

Transcripts (each) . . . . .5.00

Vista Fees (per semester) . . . . .4.00

**Note:** Transcripts and diploma will not be released to students who have an outstanding balance owing to the University.

## Room and Board, 2006-2007

There are several different plans available. Room and board may vary between approximately \$4,000 and \$5,000 per semester depending upon type of accommodations and/or meal plan.

Residents must be currently enrolled full-time students at the University of San Diego (and making normal progress toward completion of a degree) during the period of occupancy. All unmarried freshman students under 21 years of age not commuting from the home of their parent(s) or legal guardian must live in University housing. Exceptions to these policies will be considered by the Director of Housing, but must be requested by letter and approved prior to the start of the semester (that is, prior to checking into the residence hall or to making permanent plans to live off-campus).

**Note:** Room and Board rates for 2007-2008 have not been determined. They are expected to increase.

## REFUNDS

### Tuition Refund Policy

1. Fees and deposits are non refundable.
2. Tuition is fully or partially refundable only when a student withdraws officially during the published refund withdrawal schedule (see below). An *Official Withdrawal Form* must be presented by the student to the Registrar's Office, where it will be date stamped.

### Refund Schedule

Fees and deposits are not refundable, except as expressly stated. Tuition is fully or partially refundable only when students officially withdraw by presenting withdrawal forms to the Records Office. The following refund schedule applies to the regular academic semester sessions:

- 100% refund for withdrawal during the first two weeks of classes;

- 90% refund for withdrawal during the third week of classes;
- 80% refund for withdrawal during the fourth week of classes;
- 70% refund for withdrawal during the fifth week of classes;
- 60% refund for withdrawal during the sixth and seventh weeks of classes;
- 50% refund for withdrawal during the eighth week of classes;
- *No Refund* of tuition will be made for withdrawal after the end of the eighth week of classes.

A student receiving financial aid should consult the Office of Financial Aid Services for refund policies regarding his or her financial aid funds.

Please note that all refund checks will be issued in the student's name, regardless of who remitted payment (unless the funds were received via Parent/PLUS loan or credit card).

Any student who feels that his or her individual case warrants an exception to this policy should consult the dean of the appropriate school/College.

**Note:** The tuition refund policy for Intersession and Summer Sessions is published in the appropriate bulletins. For calendrical reasons, it differs from the above. Please call the Office of Special Sessions, (619)260-4800, located in Founders Hall 108, for details.

### Room and Board Refund Policy

The Room Prepayment becomes immediately non-refundable for all fall semester residents regardless of the reason for cancellation. Cancellations become effective as of the date written notification is received by the Housing Office or the U.S. Post Office postmark date. Residents who cancel after July 31 shall forfeit the full Room Prepayment plus be subject to additional pro-rated fees. Details of these fees are available in the *Housing Services Terms and Conditions*.

For the first eight weeks of the contract period for occupancy each semester, the University will adhere to a daily pro-rated schedule of housing fees for contracted residents (whether or not they have checked into a room) who are officially withdrawing from the University during either academic term regardless of reason. No refunds will be made to residents who withdraw after the first eight weeks of a semester. In addition to the pro-rated charges noted, all Residents officially withdrawing from the University subsequent to the first day of the contract period for occupancy shall forfeit an amount equal to the Room Prepayment (plus the late cancellation fees noted in the *Housing Services Terms and Conditions*). The effective date for any housing and dining service refund will be the latest date of either semester when the following requirements are completed: the Resident officially submits a withdrawal notice,

removes all personal belongings, checks out of his/her room, has the ONITY room access privileges deleted from his/her ID card, and surrenders his/her meal plan.

The refund policy for Intersession and Summer Sessions is published in the appropriate bulletin.

At the end of the academic year, the damage/cleaning deposit may be refunded in full if no damage/cleaning charges have been charged against it, or in part according to the amount of damage/cleaning charged; it will be carried over to the next year if the student will return to the residence hall the following September. A student who feels that his or her individual case warrants an exception to this policy should contact the Director of Housing.

## REGISTRATION/FEE PAYMENT POLICY

Class registration is not officially completed until all tuition, room and board charges, and fees are paid, except for those students who have formally enrolled in the University's monthly installment plan described below. Please note that students who have not paid their account in full (or are not current with installment plan payments) on or before the published payment deadline will be subject to the assessment of late fees, cancellation of course enrollment and housing assignment, and the application of holds preventing transcript release and registration privileges. In addition, delinquent student accounts may be referred to an external agency for collection proceedings. Please be advised that the student is solely responsible for any/all collection and legal costs assessed if the services of a collection agency are employed by USD during collection of a debt. Reserved classes and current registration may be canceled by the University if the student does not complete fee payment by the assigned fee payment dates in September and February for the respective fall and spring semesters. (See the Academic Calendar, pages 6-10 of this *Bulletin*, for specific dates.) There is a \$150 late registration fee charged to all students who do not complete fee payment by the deadline in the Academic Calendar. Students who have an unpaid account may not register for subsequent semesters, receive grades or transcripts of academic credit, or their diplomas. Accounts paid by a check returned by the bank uncollected are not considered paid. Courses added after the published payment deadline must be paid in full at the time of registration.

There is a \$25 service charge for returned checks. A late payment fee of \$150, if applicable, may be charged to the student account if a check is returned. This fee is in addition to the \$25 service charge. Any benefit derived from, or deadline met by, remitting a check which is later returned by the bank, will become void. If a returned check transaction has been posted to a student account, USD reserves the right to refuse future payment in the form of a personal check from any individual for that student's USD account.

**Note:** To students on the Monthly Installment Plan: Installment payments must be current throughout the contract life; if not current, the University reserves the right to cancel current and future class reservations and room and board arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, the \$150 late registration fee must be paid.

## REGISTRATION/FEE PAYMENT PROCEDURE

To complete the official registration process, the following steps are required by the student:

1. Dates, times, and location of class reservation are announced in advance on the USD Web site each semester;
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online (<http://www.sandiego.edu/studentaccounts>). Students may also pay the required tuition, fees, and room and board at the Student Accounts Office, Hughes Administration Center 207. Students enrolled in the University's monthly installment plan should remit their payment online on or before the first of the month; and,
3. If the student has any estimated financial aid, Federal Student/Parent Loans, Federal Perkins Trust Loan, or other student loans on his or her offer of financial assistance, and these loans/awards have not been posted to the account and are needed to assist the student in completing fee payment, the student must sign a deferment at the Student Accounts Office by the registration/fee payment deadline. There is no fee for properly deferring a student's account balance; however, failure to do so will subject the student to a \$150 late registration fee.

**Note:** Please read the Intersession and Summer Sessions bulletins for specific information regarding the registration/fee payment procedure for those academic periods.

## PAYMENT PLANS

### Prepayment Plans

The Prepayment Plan, which currently allows a discount of 4 percent per annum for payment in advance of all actual tuition, room and board, and fees, operates according to the following guidelines:

1. The University reserves the right to change the discount rate.
2. The student will prepay for the entire academic year, or for fall or spring semester separately. Generally, only one academic year may be paid in advance. Tuition, room and board, and fees may be prepaid for more than one academic year in advance, if the respective rates are established for that academic year at the time of prepayment.
3. July 1 is the last day to prepay and receive a discount for the fall semester; December 1 for the spring semester.
4. Amounts paid are refundable in full prior to first day of class for the fall and spring semesters respectively.

- Subsequent to those dates, amounts due the University are governed by the University's published refund policy.
- If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 12-18 units should be used to compute tuition costs. Housing estimates should be based on the cost of double occupancy in the San Dimas residence. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.
  - If the student's actual charges exceed the estimated amounts prepaid, the student is responsible for paying any such amounts on or before the published payment deadline.

### Monthly Installment Plan

The Monthly Installment Plan allows for payment in five (per semester) installments covering actual expenses per semester. The five-payment per semester installment plan has a \$50 non-refundable administrative charge each semester which is payable when signing up for the plan.

The Monthly Installment Plan operates according to the following guidelines:

- The student account balance with the University must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the Installment Contract.
- Payments begin on August 1 for the full year/fall semester plans and on January 1 for the spring semester plan.
- To sign up for the monthly installment plan, log on to our Web site at <http://www.sandiego.edu/studentaccounts>.

- Formal application for the five-payment installment plan must be made for each new semester.
- Adjustments are made to remaining contract payments as charges and/or credits occur.
- In the event of a contract default, USD may refuse the student or contract buyer a subsequent installment contract.
- All payments, which are due on the first of the month throughout the contract life, must be current. If a student's installment plan is not kept current, the University reserves the right to cancel the student's current and future class reservations and room and board arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment/registration deadlines, the \$150 late registration fee must be paid.
- A \$50 processing fee is required upon execution of the monthly installment plan per semester.
- Tuition and room and board payments received are refundable in accordance with the University's published refund policy.
- Installment payments are not available for study abroad programs.

Additional information on payment plans is available from the Student Accounts Office, Hughes Administration Center 207, (619)260-4561.

## Financial Aid

The primary purpose of the financial aid program at the University of San Diego is to provide financial assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of scholarships, grants, loans, and employment.

Primary responsibility for financing an education rests upon the student and the student's family. Financial aid from the University is viewed as a supplement to funds which can be provided by the student, the student's family, and other sources. Students requesting financial assistance may be expected to meet a portion of their educational expenses by accepting employment, loan(s), or both. Because financial aid funds are limited, *need* is the primary factor in awarding most financial aid. For USD scholarships and grants, consideration is given to the applicant's academic achievement, character, and potential. Students requesting financial assistance from USD resources must also apply for scholarships and grants funded by their home states for which they may be eligible.

A financial aid package is designed to meet the financial need of each individual student. Each *package* may

consist of funding from one or more programs and may range from \$500 to \$37,300 or more, depending on established need and/or merit.

### ELIGIBILITY REQUIREMENTS

- The student must be accepted officially by the Office of Undergraduate Admissions to pursue a degree or certificate, and maintain satisfactory academic progress as defined in the *Guide to Financial Aid Consumer Information at USD*, which is available in the Office of Financial Aid in the Hughes Administration Center 319 and on the USD Financial Aid Web site at [http://www.sandiego.edu/financial\\_aid/](http://www.sandiego.edu/financial_aid/).
- The student must complete the appropriate application(s) – see Application Procedure below.
- The student must be a United States citizen or eligible non-citizen.
- The student must not be in default on any federal loan or owe a refund on any federal grant.
- Financial aid applicants must be aware that certain financial aid programs are designed to assist students

who complete their degree work in a normal four-year period. Those who elect or require additional time may have to rely more heavily on self-help assistance in the form of work and loans.

## APPLICATION PROCEDURE

1. Each student must complete the *Free Application for Federal Student Aid (FAFSA)* to be considered for federal and state aid. Additionally, each student admitted and attending USD prior to 2004-2005 must complete the *University of San Diego Financial Aid Application (USD FAA)* to be considered for USD funds. These forms are available upon request from the USD Office of Financial Aid. The FAFSA is also available from high school and community college counselors, or on the Web at <http://www.fafsa.ed.gov>. **Regardless of where an applicant obtains a FAFSA and USD FAA, all students are expected to read and follow the instructions in the *Guide to Applying for Financial Aid at USD from the USD Office of Financial Aid Web site*.**
2. When required by federal law, and upon request from the Office of Financial Aid, it will be necessary for the student to submit a copy of the parents'/student's latest federal income tax return and respond to other requests for information by the Office of Financial Aid.
3. All financial aid applications must be postmarked on or before the priority deadline dates listed in the Academic Calendar (pages 6-10 of this *Bulletin*) in order to receive priority consideration. Additionally, all follow-up information must be received by the USD Office of Financial Aid by the deadlines specified on the follow-up requests. Non-priority applicants are considered for any remaining funds and are processed after priority applicants.
4. Students must follow these procedures each year in *reapplying* for financial aid.

## SCHOLARSHIPS AND GRANTS

### Merit Awards

The University of San Diego has established the following merit-based scholarship programs for which all freshmen applicants are considered. The Office of Undergraduate Admissions selects merit scholarship recipients. Consideration is given to high academic achievement, test scores, leadership, service, talent, and other personal qualities, irrespective of financial circumstances. These awards may be combined with other forms of University and outside financial aid for students with demonstrated need.

### Trustee Scholars

Trustee Scholars are designated in the name of the University of San Diego Trustees. These four-year awards must be applied to University expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

### Presidential Scholars

Presidential Scholars are designated in the name of the President of the University of San Diego. These four-year awards must be applied to University expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

### Provost "Circle of Excellence" Scholarships

"Circle of Excellence" Scholarships recognize students who possess the unique combination of academic excellence, personal qualities of leadership and perseverance, and the potential to advance the University's goal of creating a diverse and inclusive community. A limited number of "Circle" scholarships are granted each year and are designed to cover the full cost of tuition for up to four years. Renewal of these scholarships is continued upon maintenance of good academic standing, attendance at "Circle" events, and representation of the University in a manner consistent with its mission.

### Choral Scholars

Choral Scholars are selected on the basis of audition through the Department of Fine Arts. While the amount of the scholarship is determined annually, it typically covers almost half of tuition and is renewable for up to four years for an undergraduate student, subject to a student maintaining a 3.0 GPA, participating in a specific program curriculum, and sustaining involvement in the Choral Scholars singing group. Students are encouraged to apply for need-based aid before the priority deadline and, if eligible, will receive an offer which coordinates the Choral Scholarship with other assistance. Students should contact the Department of Fine Arts for further information. **Note:** Eligibility for renewal of need-based scholarships is based on the cumulative GPA provided to the Office of Financial Aid by the Registrar, calculated through the end of the previous January Intersession.

### University of San Diego Scholarships

These scholarships are awarded to both new and continuing full-time students. Awards are generally based on academic factors, the family's financial circumstances, and the student's potential to contribute to the University. Eligible continuing USD students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

Scholarships range from several hundred to several thousand dollars, and are renewable each year provided that the student's overall grade point average equals the renewal standard and the student continues to demonstrate financial need.

### University of San Diego Grants

These grants are offered to eligible students with documented need. The amounts vary. Academic eligibility is determined by the Office of Undergraduate Admissions. USD Grants are renewable.

### Bishop Maher Catholic Leadership Scholarships

This program, named for the late Bishop Leo T. Maher, provides annually renewable scholarships to Catholic undergraduate students who have demonstrated leadership in their parish, school, or community. The awards range from \$500 to approximately \$3,000 per year, depending on the financial need, academic performance, and demonstrated leadership of the applicant.

In addition to the regular financial aid application forms described above, a special Bishop Maher Catholic Leadership Scholarship Application, a letter from the applicant, and a letter of recommendation from the student's parish priest are required. Maher Scholarship applications are available upon request from the Office of Financial Aid.

### Duchesne Scholarship Program

The University of San Diego, through the School of Leadership and Education Sciences, offers this scholarship for culturally diverse graduate students pursuing a teaching career in public and private elementary and secondary schools. The scholarship program is designed to recognize qualified minority students pursuing a teaching career. The scholarships assist graduate students seeking their teaching credential. USD awards Duchesne Scholarships annually to incoming and continuing students. The amount of the scholarship varies depending on the financial need of the student. Eligible applicants must have a cumulative GPA of at least 3.0. Duchesne Scholarship applications are available upon request from the USD School of Leadership and Education Sciences.

### Cal Grants

Each year the State of California awards a number of Cal Grants to assist with tuition and fees to students who are legal residents of the State of California and have demonstrated academic achievement and financial need. The grants can be renewed each year. In 2005-2006 the Cal Grants ranged from \$1,551 to \$11,259.

The University of San Diego advises all students who are legal California residents to apply for this State grant. To be considered, the student must complete the *FAFSA*, as listed above, and also provide other information as requested (for example, submit GPA Verification Form to the California Student Aid Commission). **The deadline for submitting all the necessary forms is announced each year by the California Student Aid Commission. See Deadlines section on page 50.**

### Federal Supplemental Educational Opportunity Grant

This federal program is designated for highly needy undergraduate students with priority given to recipients of Federal Pell Grants (see below). Funding is based on federal allocations and varies each year.

### Federal Pell Grant

The Federal Pell Grant Program assists undergraduate students with substantial financial need. The student will receive a *Student Aid Report (SAR)* from the federal processor which will indicate whether or not the student is eligible for the grant. The maximum 2005-2006 Federal Pell Grant was \$4,050. The maximum amount is determined each year by the federal government.

### Bureau of Indian Affairs Grants

Through the Bureau of Indian Affairs (BIA), the federal government provides annual grants to Native American students to encourage them to attend institutions of higher education. Eligibility is dependent upon criteria established by the BIA. Scholastic achievement is considered and must be maintained.

Interested Native American students should contact the area or agency office having records of their tribal membership. That office will provide the necessary application forms. The amount of the award varies and is based on unmet financial need.

## PRIVATE SCHOLARSHIPS AND GRANTS

The University of San Diego receives donations from private sources to provide various scholarships and grants to selected students in the name of the donor. In addition to meeting the USD Scholarship criteria, additional qualifications and requirements may be stipulated by the donor.

Students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD (see Application Procedure on page 41). For some scholarships with specific requirements, the USD Scholarship Questionnaire is used to determine eligibility, and only students who complete this form are considered for those scholarships.

### Annual Scholarships/Awards

The following scholarships and awards are given annually by donors or various University departments. The requirements vary and are established by the donor.

Accountancy Program Scholarship  
Ahmanson Foundation Scholarship  
Arizona Alumnae of the Sacred Heart Scholarship  
Peter Jr. and Bruce Bidstrup Memorial Scholarship  
Building Industry Association-Home Builders Council  
Scholarship  
The Burnham Foundation Scholarship

- California Association of Realtors Scholarship
- California Building Industry Foundation/Ernest W. Hahn Scholarship
- California Building Industry Foundation/Fieldstone Scholarship
- Casner Family Scholarship
- CCIM (Certified Commercial Investment Members) Scholarship Fund
- Mary Jane Charlton Nursing Scholarship
- \*Class Scholarships from the Senior Gift Program
- Coca Cola Foundation 1st Generation Scholarship
- James S. Copley Foundation Scholarship
- Leo C. Curley Scholarship
- Danvera Foundation Scholarship for English Majors and MEPN Nursing Students
- Carrie Estelle Doheny Foundation Scholarship
- Donum Dei Foundation Scholarship
- Sr. Duchesne Teacher Scholarship
- Forest Lawn Foundation Scholarship
- Catherine B. Ghio Scholarship
- Michael Ghio Memorial Scholarship
- ICSC Scholars Fund
- Invisible University Scholarship Fund
- Johnston Family Foundation Scholarship
- Elizabeth Judd Lebrecht Scholarship for Parent Students
- Lone Mountain Scholarship
- J.M. Long Foundation Scholarship
- Macerich Company Scholarship
- W. Scott McIntyre Memorial Scholarship
- Milken Family Scholars Program
- Janice Nalley Memorial Scholarship
- Chester Pagni Outstanding Student Service Award
- Ralph M. Parsons Foundation Scholarship
- The PMI Foundation Scholarship
- Remembrance Fund Scholarship
- Lina C. Romero Memorial Scholarship
- San Diego Alumnae of the Sacred Heart Scholarship
- San Diego Council of Administrative Women Scholarship
- Jeanne Sidorick Philosophy Scholarship Award
- The Single Subject Teaching Program for African American Men
- Union Bank of California Scholarship
- UPS Foundation Scholarship
- \*USD Mortar Board STRIVE (Seeking To Recognize Individual Visions of Excellence) Scholarship
- Bernard H. van der Steen Scholarship Fund
- Washington Mutual Scholarship
- Elizabeth Baker Woods Scholarship for Graduate Students in Learning and Teaching
- \*Vessela Zaykova-Smolin Memorial Scholarship
- \*Special application required.

### Endowed Scholarships

Donors have endowed the University with the following funds that provide for scholarships to be awarded annually for the life of the University. The requirements vary and are established by the donor.

- \*Jack L. Adams Endowed Scholarship Fund (ROTC) (which includes the following)
  - The General and Mrs. Lemuel C. Sheperd Jr. Scholarship
  - The General Wesley H. Rice Scholarship
  - The General James L. Day Scholarship
  - The General Robert H. Barrow Scholarship
  - The General and Mrs. Hugh T. Kerr Scholarship
  - The General and Mrs. John S. Grinalds Scholarship
  - The General and Mrs. J.A. Studds Scholarship
  - The Author E. Hughes Scholarship in Music
- Alfred F. Antonicelli Endowed Scholarship Fund
- Eileen and Carlton Appleby Scholarship
- Arcaro Scholarship Fund
- Kathryn Grady Atwood Memorial Fund
- Dr. and Mrs. Manuel Barba Endowed Scholarship
- Aloysius J. Bedell Scholarship
- H. N. and Frances Berger Nursing Endowed Scholarship
- The Bosley Family Endowed Scholarship
- Boyce Family Scholarship
- Braille Transcribers Guild of San Diego Endowed Scholarship
- Loretta Breyer Nursing Scholarship
- Brindle-Erion Trust Scholarship
- Kevin Briscoe Memorial Scholarship
- Dr. Gilbert Brown Endowed Scholarship
- Sandra Brue Endowed Scholarship
- Martin and Florence Bursiek Student Aid Fund
- BusinessLink USD Scholarship Fund
- Edward and Gretchen Cairns Memorial Nursing Scholarship Fund
- Sister Susan Campbell Scholarship
- Mickey Carhart Memorial Scholarship
- Mary Delafield Carter Endowed Scholarship
- Theia Cascio Endowed Scholarship
- Yvonne E. Chiesi Carteron Nursing Scholarship
- Choral Scholars Program
- Ralph F. Claric and Russel Kamstead Memorial Fund
- James W. and Kathryn S. Colachis Scholarship Fund
- Harry A. Collins Memorial Scholarship
- John F. Connolly Perpetual Scholarship
- Helen S. Corcoran Scholarship Fund
- Emmet J. Culligan Endowed Scholarship Fund
- Dalton Scholarship Fund
- Donald C. and Elizabeth M. Dickinson Foundation MEPN Nursing Endowed Scholarship
- Duda Family Foundation Scholarship
- James O. And Stella Powell Eagen Endowed Scholarship Fund

Fieldstone Foundation Endowed Scholarship  
 First Interstate Bank of California Scholarship Endowment  
 Walter Fitch Trust Endowed Scholarship  
 French Endowed Scholarship  
 Sr. Sally M. Furay Scholarship Fund  
 German Language Scholarship Fund  
 Emil Ghio Scholarship Fund  
 W.R. Grace Scholarships  
 \*Mary Gresko Nursing Scholarship Fund  
 Ernest W. and Jean E. Hahn Foundation Scholarship  
 Eugenie B. Hannon Scholarship  
 Alice B. Hayes Endowed Science Scholarship  
 Alice B. Hayes Mortar Board Scholarship Fund  
 William Randolph Hearst Scholarship Endowment  
 Conrad N. Hilton Minority Scholarship Endowment  
 W. Roy and Marion I. Holleman Endowed Scholarship  
 Bob Hope Leadership Scholarship  
 \*Ethel M. Horsch Nursing Scholarship  
 Author E. Hughes Endowed Scholarship  
 Jane P. Johnson Endowed Scholarship  
 Knickerbocker-Wood Scholarship  
 Kristopher Krohne Endowed Memorial Scholarship  
 (ROTC)  
 Lawrence Family Endowed Scholarship  
 Elsie Leith Memorial Scholarship  
 Fay N. Lewis Endowed Scholarship  
 Laura McDonald Lewis Endowed Scholarship  
 \*Bishop Maher Catholic Leadership Scholarship  
 \*Manchester Endowed Nursing Scholarship  
 Marasco Family Scholarship Fund  
 George H. Mayr Endowed Scholarship  
 Dorothea McKinney Endowed Scholarship  
 Louise H. McNally Scholarship Fund  
 Edward J. and Grace W. Mehren Scholarship Fund  
 \*Elizabeth Ann Mottet Nursing Scholarship Fund  
 \*Music Endowment  
 Nielsen Family Scholarship  
 Notchev Endowed Scholarship Fund  
 James B. Orwig, M.D. Nursing Scholarship Fund  
 Theresa and Edward O'Toole Endowed Scholarship  
 Oxford Endowed Scholarship  
 Irene Sabelberg Palmer Research Fund  
 Irene Sabelberg Palmer Scholarship  
 Kenneth & Virginia Piper Arizona Endowed Scholarship  
 Pulitzer Foundation Scholarship  
 Reardon/Goode Scholarship  
 The Janet Rodgers Endowed Nursing Scholarship  
 John R. Ronchetto Memorial Scholarship  
 Leo Roon Leadership Scholarship  
 \*Irving Salomon Political Science Scholarship  
 Jeffrey A. Sardina Endowed Scholarship  
 School of Leadership and Education Sciences Scholarship  
 Endowment  
 W. H. Scripps Athletic Scholarship Fund

Martin L. Sheehan Endowed Scholarship  
 Donald P. and Darlene V. Shiley Engineering Scholarship  
 \*Forrest N. and Patricia K. Shumway Scholarship Fund  
 Sven & Tove Simonsen Scholarship Endowment  
 Spain Family Scholarship  
 \*Stallard Family Nursing Scholarship  
 Luisa A. and Harold N. Stoffet Memorial Scholarship  
 Fund  
 Pearl and Natalie Surkin Endowed Scholarship Fund  
 \*Anne Swanke Memorial Scholarship  
 \*Jane R. Tedmon Scholarship Fund  
 John Trifiletti Scholarship Fund  
 USD Endowed Scholarship (which includes the following)  
 Dr. Lee Gerlach Honorary Scholarship  
 Robert J. Keys Honorary Scholarship  
 \*Terry Whitcomb Alumni Scholarship  
 Therese T. Whitcomb and E. Ann McFarland Decorative  
 Arts Study Grant  
 Cathleen K. Wilson, R.N., Ph.D, Memorial Scholarship  
 for Leaders in Nursing  
 Donald O. and Rosemary Wilson Scholarship  
 Daniel B. Woodruff Memorial Scholarship  
 \*Special application required.

### **Other Scholarships Available**

The following scholarships are made available to USD students from other donors. Additional applications and/or interviews may be required for consideration. For more specific information contact the Office of Financial Aid.

Colorado Alumnae of the Sacred Heart Scholarship  
 Kiwanis of San Diego Foundation Scholarship  
 Ralph M. Parsons Memorial Scholarship  
 Sister M. Aimee Rossi Music Scholarship  
 San Diego County Citizen's Scholarship Foundation  
 Award  
 Donald A. Strauss Public Service Scholarship

### **Additional Sources of Funding**

In addition to the above-named University of San Diego scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. Fraternal organizations, such as the Elks and Rotary International, assist students in meeting the cost of education. The Copley Library has reference books and Internet access to scholarship search programs listing funds available from private organizations. The USD Office of Financial Aid provides a *Guide to Outside Resources of Financial Aid* upon request. USD students have received over \$2 million in private scholarships for an academic year. Private scholarships can usually be used to replace loans in a student's financial aid "package."

## LOANS

**Note:** Congress may change the eligibility criteria and terms of federal loans. All federal loan information in this *Bulletin* is subject to change. Please obtain current information from the Office of Financial Aid.

### The Federal Stafford Student Loan Program

There are two types of Federal Stafford Loans, subsidized and unsubsidized. Eligibility for the Subsidized Federal Stafford Loan is based on documented need; eligibility for the Unsubsidized Federal Stafford Loan is not based on need.

Students must complete a *Free Application for Federal Student Aid (FAFSA)* to determine eligibility for a Federal Stafford Loan (subsidized or unsubsidized).

### The Federal PLUS Loan Program

A Federal PLUS Loan is available for parents to borrow a long-term, low-interest loan on behalf of their dependent children. Details regarding maximum loan amounts, current interest rates, and repayment terms are described in the loan application materials available in the USD Office of Financial Aid.

### Federal Perkins Loan Program

This federal loan program provides a limited number of long-term, low-interest (5 percent) loans to undergraduate and graduate students who have demonstrated substantial financial need. Details regarding maximum loan amounts, interest rates, and repayment terms are described in information available at the Office of Financial Aid. Amounts offered depend on fund availability each year.

### Emergency Student Loan Program

Short-term emergency loans are available from the Office of Financial Aid for students during the fall and spring semesters. These small loans are to assist students with unforeseen emergencies and must be repaid within 30 days.

### Short-Term Book Loan Program

Short term book loans may be available for undergraduate students with exceptional financial need during the fall and spring semesters upon referral by the Student Accounts Office or an Educational Opportunity Program advisor. Loans may be granted up to \$200 a semester. Funds may be disbursed up to 10 days before classes begin and must be repaid within 45 days. Funds are very limited and are available on a first-come, first-served basis. Applications are available at the EOP Office or the Office of Financial Aid.

### Gulf Oil Corporation Student Loan Fund Program

The Gulf Oil Corporation has provided the University of San Diego with funds to be used for low interest loans. This program is designed to provide assistance for students who, because of personal, financial, or related circumstances, are unable to secure adequate help through normal scholar-

ship or loan programs. Repayment of the loan must be made within five years after graduation. Students are recommended for this loan by the Office of Financial Aid.

### Kathryn Desmond Loan Fund

This loan fund has been established to provide financial assistance to students enrolled full time at the Hahn School of Nursing and Health Science. Information is available at the Hahn School.

### Marion Hubbard Loan Fund

The late Mrs. Marion Hubbard established this low-interest loan fund to benefit students enrolled at the Hahn School of Nursing and Health Science. Information is available at the Hahn School.

### USD Trust Loan Program

The Weingart Foundation, together with private donor matching funds, has provided the University of San Diego funding for zero-interest, long-term loans to help students meet the cost of education at USD. A recipient must be a graduate of a California high school and have demonstrated substantial financial need. Amounts offered depend on fund availability each year.

## EMPLOYMENT (WORK-STUDY)

### Federal Work-Study Program

Funds for this program are provided by the federal government and the University of San Diego. Employment, both on and off campus including community service, such as tutoring of elementary school children, is provided for students with documented need and is related, whenever possible, to the student's educational objectives. Employment averages 15 hours per academic week, with as many as 40 hours per week during vacation periods.

### Other On-Campus Student Employment

In addition to the Federal Work-Study Program, the University offers a limited number of job opportunities to students who do not otherwise qualify for federally-subsidized programs. Over 500 students are employed part time in areas such as Dining Services, Banquets and Catering, and the Athletic Department. Students should review the job postings at the Student Employment Center, which is a part of the Office of Financial Aid, located in Hughes Administration Center 313.

### Off-Campus Employment Service

The University of San Diego also assists students in finding off-campus employment. Information regarding weekend or part-time employment within the San Diego metropolitan area is made available. There is also information for Intersession and Summer Sessions. Job descriptions and further details are posted in the hallway across from the Student Employment Center.

## VETERANS ASSISTANCE

Information is available in the Office of the Registrar, Founders Hall 113.

## VOCATIONAL REHABILITATION SERVICES

Students with disabilities may be eligible for the services of the State Department of Rehabilitation. The services provided must result in an employment outcome. These services may include vocational counseling and guidance, training (with payment of costs such as partial tuition, fees, books, transportation, etc.), and job placement.

Contact the State Department of Rehabilitation at (619)767-2100 for further information.

## DEADLINES

Most financial aid packages consist of funds drawn from several sources – federal, state, and institutional.

**Application forms and deadlines may change each year.**

Students should request current information from the USD Office of Financial Aid, located in Hughes Administration Center 319, or from the *Guide to Applying for Financial Aid at USD* (available on the USD Financial Aid Web site). Students should apply for everything for which they may be eligible.

## Important Deadlines

### March 2

The date by which Financial Aid Applications for freshmen and transfer students must be postmarked in order to receive priority consideration for available federal and USD funds.

### March 2

The deadline to apply for California State Grants (Cal Grants), *FAFSA* and *GPA Verification Form* must be postmarked by this date.

### March 2

The date by which Financial Aid Applications for continuing students *must* be postmarked in order to receive priority consideration for available federal and USD funds.

## STUDENT COSTS AND BUDGETS

Please refer to the *Guide to Applying for Financial Aid at USD*, available from the USD Office of Financial Aid, located in Hughes Administration Center 319, or on the USD Financial Aid Web site.

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# The Bachelor's Degree

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The University of San Diego is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Normally, the student is in residence through eight semesters, during which he or she is enrolled in approximately 44 courses, carrying minimum credit of 124 units.

USD students who wish to earn a second bachelor's degree (as opposed to one degree with two majors) are required to complete a minimum of 30 units beyond the first USD degree (thus, at least 154 units are needed), to be seeking a different degree (for example, a B.B.A. for a student who has already earned a B.A. degree), to fulfill the Core Curriculum requirements for the second USD degree (if these are different from the first degree), and to meet all prerequisite and major requirements for the second degree.

Transfer students who already have a bachelor's degree and wish to earn a USD baccalaureate degree in another major must meet all of USD's Core Curriculum requirements, meet USD's residency requirement of a minimum of 30 units, and meet all requirements (including prerequisites) for the degree and major sought.

**Each student is responsible for his or her own academic program, and for satisfying requirements listed in this *Bulletin*.**

## PROGRAMS OF STUDY

### Undergraduate Majors

Accountancy (B.Acc.)  
Anthropology (B.A.)  
Art History (B.A.)  
Biochemistry (B.A.)  
Biology (B.A.)  
Business Administration (B.B.A.)  
Business Economics (B.B.A.)  
Chemistry (B.A.)  
Communication Studies (B.A.)  
Computer Science (B.A.)  
Economics (B.A.)  
Electrical Engineering (B.S./B.A.)  
English (B.A.)  
Ethnic Studies (B.A.)  
French (B.A.)  
History (B.A.)  
Industrial and Systems Engineering (B.S./B.A.)  
Interdisciplinary Humanities (B.A.)  
International Relations (B.A.)  
Liberal Studies (B.A.)  
Marine Science (B.A.)  
Mathematics (B.A.)  
Mechanical Engineering (B.S./B.A.)  
Music (B.A.)

Nursing (B.S.) (for Registered Nurses only)  
 Philosophy (B.A.)  
 Physics (B.A.)  
 Political Science (B.A.)  
 Psychology (B.A.)  
 Sociology (B.A.)  
 Spanish (B.A.)  
 Theatre Arts (B.A.)  
 Theology and Religious Studies (B.A.)  
 Visual Arts (B.A.)

**Undergraduate Minors**

Accountancy  
 Anthropology  
 Architecture  
 Art History  
 Asian Studies  
 Biology  
 Business Administration  
 Catholic Studies  
 Chemistry  
 Computer Science  
 Economics  
 Electronic Commerce  
 English  
 Environmental Studies  
 Ethnic Studies  
 French  
 Gender Studies  
 German  
 History  
 Information Systems  
 International Relations  
 Italian  
 Leadership Studies  
 Marine Science  
 Mathematics  
 Media Studies  
 Music  
 Peace and Justice Studies  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Sociology  
 Spanish  
 Speech Communication  
 Theatre Arts  
 Theology and Religious Studies  
 Visual Arts

**Undergraduate Certificate Programs**

Accountancy  
 American Humanities  
 Paralegal Studies

**Credential Programs**

Administrative Services  
 Education Specialist (Special Education)  
 Multiple Subject  
 Multiple Subject BCLAD  
 Pupil Personnel Services  
 Single Subject

**Honors Program**

**Preparation for Professional Programs**

Course work preparing students for professional programs is available for the following fields:

Dentistry  
 Foreign Service  
 Law  
 Medicine  
 Optometry  
 Pharmacy  
 Public Administration  
 Veterinary Medicine

**Graduate Programs**

Individuals interested in obtaining additional information about graduate programs should consult the *Graduate Bulletin*.

Accountancy and Financial Management (M.A.F.M.)  
 Business Administration (M.B.A.)  
 Business and Corporate Law (LL.M.)  
 Comparative Law (LL.M.)  
 Counseling (M.A.)  
 Dramatic Arts (M.F.A.)  
 Education (Ed.D.)  
 Educational Leadership (M.Ed.)  
 Executive Leadership (M.S.E.L.)  
 Global Leadership (M.S.G.L.)  
 History (M.A.)  
 Information Technology (M.S.I.T.)  
 International Law (LL.M.)  
 International Master of Business Administration (I.M.B.A.)  
 International Relations (M.A.)  
 Juris Doctor (J.D.)  
 Leadership Studies (M.A./Ed.D.)  
 Learning and Teaching (M.Ed.)  
 Marine Science (M.S.)  
 Marital and Family Therapy (M.A.)  
 Master's Entry Program in Nursing (M.E.P.N.) (for non-RNs)  
 Nursing (M.S.N./Ph.D.)  
 Pastoral Care and Counseling (M.A.)  
 Peace and Justice Studies (M.A.)  
 Practical Theology (M.A.)  
 Real Estate (M.S.R.E.)  
 Supply Chain Management (M.S.-S.C.M.)  
 Taxation (LL.M.)  
 Teaching (M.A.T.)

### Joint Degree Programs

Business Administration (M.B.A.)/Information Technology (M.S.I.T.)  
Business Administration (M.B.A.)/Real Estate (M.S.R.E.)  
Business Administration from USD (M.B.A.)/Finance (M.S.) or Marketing (M.S.) from the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)  
Law (J.D.)/Master in Business Administration (M.B.A.)  
Law (J.D.)/Master of Arts in International Relations (M.A.)  
Law (J.D.)/International Master of Business Administration (I.M.B.A.)  
Nursing (M.S.N.)/Master in Business Administration (M.B.A.)

## REQUIREMENTS FOR MAJOR AND MINOR CONCENTRATIONS

The professional schools and the departments of the College of Arts and Sciences may designate specific courses for majors or minors or both, and may prescribe certain lower-division prerequisites.

## CORE CURRICULUM

Forty to 50 percent of the courses needed for the bachelor's degree are in the area of the Core Curriculum (CC). These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these Core Curriculum requirements are completed by the end of the fourth semester.

## MAJORS

Twenty-five to 30 percent of the courses a student takes are designed to fulfill the major concentration requirements. The faculties of the various departments have prescribed these courses to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses are commonly taken earlier.

Students exceptionally well qualified may fulfill the requirements of a double major. Students are permitted the counting of upper-division courses to more than one major. Departments retain the option of restricting students from double-counting departmental courses to separate majors offered by that department.

The College of Arts and Sciences requires that a minimum of 50 percent of upper-division work in a major must be taken at USD.

Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice.

## MINORS

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to the area of primary interest. Students electing to major in Physics are required to fulfill a minor concentration in Mathematics. For other majors, the minor is optional, although most departments urge their students to earn credit in such a concentration. Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and Core Curriculum requirements.

## ELECTIVES

The remaining courses which students take are electives and may or may not be in areas related to the major subject. Electives allow students to choose courses either to satisfy their intellectual curiosity or to enlighten themselves in areas largely unfamiliar to them.

## FACULTY ADVISOR PROGRAM AND PRECEPTORIALS

In order to assist students in maximizing their collegiate experience, an academic advising program exists which specifically suits the needs of the USD community. The program is consistent with the University's desire to foster a supportive, interactive environment that regards all students as individuals. In academic advising, each student works individually with an advisor both on procedures for completion of the degree and on development of the skills needed to make informed decisions. Therefore, advisors assist with information about academic policies, course selection, class reservation and registration procedures, and graduation requirements, as well as facilitating decision making about educational goals, alternatives, and career needs. This program initially involves faculty advisors for incoming freshmen in a small class called the preceptorial. The preceptorial class provides an opportunity for first semester freshmen to meet with their faculty advisor frequently to exchange thoughts on the student's intellectual and academic progress.

After the first year, all students who have declared their majors are assigned to a faculty member in that discipline. Advisors in the major can offer the depth of knowledge about their field needed to crystallize ideas about internships, independent study courses, application to graduate or professional schools, and career opportunities.

Transfer students often arrive at USD with intentions to major in a given area, and are therefore assigned advisors in that major. For transfer students who have not decided upon a major, advising will be done for a period of time by the academic deans in the College of Arts and Sciences, Founders Hall 114. Prior to their first semester, they meet with a dean to initiate the advising process and to register for their classes. All students need to declare their major on a *Declaration of Major* form, which is available in the Registrar's Office, Founders Hall 113.

Junior and senior students who have not yet declared a major are advised by the Dean's Office of the College of Arts and Sciences. Appointments can be arranged. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m. The telephone number is (619)260-4545.

Faculty advisors and students can consult the Counseling Center, Serra Hall 300, and Career Services, Hughes Administration Center 110, for interest assessment, major and career planning, special workshops, and other related services.

All advisors are available to students on a regular basis for assistance; however, **each student is ultimately responsible for initiating advising meetings and for his or her academic progress.**

## APPLICABILITY OF NEW ACADEMIC REQUIREMENTS

### Lower-division requirements

Changes in lower-division requirements, including prerequisites for a major, are not applicable to students already enrolled at the University of San Diego.

### Upper-division requirements

Changes in upper-division requirements, including requirements for a major, are:

1. Applicable to freshmen, and to sophomores who have not yet enrolled in upper-division courses in their major, provided that the new academic requirements do not affect prerequisites for the major; and,
2. Not applicable to juniors and seniors except in the Hahn School of Nursing and Health Science.

A student who so chooses may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department/school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course.

If new requirements are favorable to the student, the University may make them immediately applicable, unless the student objects.

## GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

1. 124 semester-units of credit, with at least 48 units in upper-division courses;
2. The Core Curriculum program;
3. A major concentration including at least 24 units of upper-division work, and satisfying the requirements of the department/school in question;
4. A minor field, if one is required by the department/school in which one takes a major; a minor field includes 18 or more units. At least 6 units in the minor

- must be in upper-division courses, and these units require a grade point average of 2.0 with C– or better;
5. Maintain a grade point average of 2.0 or better in courses at USD and in upper-division courses in the major, and a grade of C– or better in 24 upper-division units in fulfillment of the requirements for the major. Courses transferred to USD in which the student earned a grade of C or better may be counted toward this requirement, subject to possible limitation by a department/school as to the number of units from such courses which may be accepted for this purpose;
  6. The residence requirement (completion of the final 30 semester-units at the University of San Diego); and,
  7. Settlement of all financial obligations to the University.

## CORE CURRICULUM

### Mission Statement

The USD Core Curriculum fosters the pursuit of knowledge through active student and faculty participation in a broad and richly diverse academic experience. The Core develops indispensable competencies, explores traditions of thought and belief, and probes the horizons of the liberal arts and the diversity of human experience. The Core promotes critical appreciation of truth, goodness, and beauty in the context of engagement with the Catholic intellectual tradition and diverse faith communities. The Core instills habits of thought and action which will serve all students in their academic majors and throughout their lives as reflective citizens of the world.

### I. Indispensable Competencies

Goal: To insure that students have those competencies necessary to succeed in their university studies and to plan and pursue their personal, professional, and career goals.

#### A. Written Literacy

1. At the lower-division level, students must demonstrate competency in written expression either by successfully completing a 3-unit English course titled "Composition and Literature" or by passing an examination in composition. The course will emphasize instruction and practice in composition in response to complex literary texts. Readings will be drawn from a range of genres and periods and will include voices and perspectives traditionally underrepresented in the American canon. (Students who demonstrate competency without taking the "Composition and Literature" course are required to pass a literature course taught by the English department to fulfill the literature requirement specified in Section III-A below.)
2. At the upper-division level, students must demonstrate advanced proficiency in written English either by completing successfully an approved upper-division writing course or by passing an upper-division proficiency examination. Upper-division writing courses will be offered by various disciplines and can be identified by the suffix "W" in the course number.

## B. Mathematical Competency

Students must demonstrate competency either by successfully completing a 3- or 4-unit course numbered 100 or higher or by passing an examination in mathematics.

## C. Logic

Students must demonstrate competency either by successfully completing PHIL 101 or a more advanced logic course, or by passing an examination in logic.

## D. Second Language

Third semester competency in a second language is required for students seeking the bachelor's degree. Students may demonstrate competency either by successfully completing a third semester course in a second language or by passing an examination at that level. This requirement, like that in written literacy, is designed to increase the student's ability to participate more fully in diverse U.S. and global societies. (Students are advised to fulfill their language requirement in successive semesters. For students with high school credit in a second language, see the Languages and Literatures section in this *Bulletin* for appropriate course placement.

**Note 1:** The petition for graduation will be processed only if lower-division Indispensable Competencies in the Core Curriculum have been fulfilled.

**Note 2:** Students who wish to attempt examinations to satisfy any lower-division competency requirements must take those examinations within their first two semesters of full-time enrollment at USD.

## II. Traditions

Goal: To examine major systems of thought, belief, and practice, with emphasis on the Judeo-Christian tradition and on ethical decision making.

### A. Theology and Religious Studies

9 units, including at least 3 units at the upper-division level.

### B. Philosophy

6 units (excluding Logic), including one upper-division ethics or applied ethics course. Only 3 units of ethics may be used to satisfy the Philosophy requirement.

## III. Horizons

Goal: To foster an understanding of how the humanities and the natural and social sciences explore the range of human experience and knowledge.

### A. Humanities and Fine Arts

9 units, consisting of 3 units in History, 3 units in Literature in any language, and 3 units in Fine Arts (Art, Music, or Theater).

**Note:** The "Composition and Literature" course does not satisfy the literature requirement in the Humanities.

## B. Natural Sciences

6 units, including 3 units from the physical sciences and 3 units from the life sciences. In addition, at least one of the courses must include a laboratory.

### 1. Physical Sciences:

Chemistry  
ENVI 104, 109, 210  
MARS 101, 120

Physics  
ELEC 102

### 2. Life Sciences:

Biology  
ENVI 102, 121

## C. Social Sciences

6 units from two different programs among the following: Anthropology, Communication Studies, Economics, Ethnic Studies, Political Science, Psychology, or Sociology.

## D. Diversity of Human Experience

Students will take at least one 3-unit course that focuses on the variety of experiences and contributions of individuals and social groups in the United States, especially of those traditionally denied rights and privileges. The courses are designed by the suffix "D" in the course number. The Core Curriculum's commitment to an examination of the experiences of diverse populations within the United States and internationally is evident at three different points in its requirements: in the "D" course; in the "Composition and Literature" course, which includes texts by authors representing the kaleidoscope of voice of the United States; and in the study of a second language, where attention is given to the interrelationship of issues of cultural diversity within the United States and internationally.

The Core Curriculum is a crucial part of the undergraduate program at USD. It is designed to help students recognize and experience diverse ways of knowing, thus providing the tools needed for choosing and achieving success in a major field of study and for making a wise and engaged choice of elective courses. The Core Curriculum also helps students in finding and pursuing careers that will be intellectually meaningful and spiritually rewarding. Finally, the Core Curriculum is designed to instill in students an abiding intellectual curiosity, a respect for the diversity of human experience, and a willingness to participate as thoughtful, bold, and contributing citizens of the world.

# Honors Program

The Honors Program is designed to provide students of superior ability and accomplishment with challenges and opportunities that will allow them to more fully realize their potential. The program emphasizes teaching excellence, small classes, and a core curriculum of innovative and exciting courses. Honors students have numerous opportunities for individual counseling and discussions with honors faculty.

## CURRICULUM

In the freshman year, honors students enroll in an honors preceptorial during fall semester, and in a section of a lower-division Core Curriculum course in the spring semester. During their sophomore and junior years, Honors students enroll in at least two upper-division, team-taught interdisciplinary courses. These courses, which change yearly, represent the Honors Core Curriculum. In the senior year, students in the Honors Program work on an independent research project in the fall semester and, in their final semester, participate in a Senior Honors Colloquium in which they share the results of their research with fellow Honors students and the Honors faculty. Students may also receive 4 units of Honors credit for studying abroad.

## ADMISSIONS

In evaluating the records of high-school seniors, the Office of Admissions and the Director of the Honors Program will invite those students who have the ability and motivation to achieve in the Honors Program to join. Involvement in community, school, leadership activities, and evidence of a sustained desire to do excellent academic work are the most important indicators of a potential Honors student's ability to succeed in the Program. Students who do not enter the Program at the beginning of their undergraduate career may apply for admission at the end of the fall semester of their freshman year.

## REQUIREMENTS

Students in the Honors Program must complete a minimum of 25 Honors-units and maintain a GPA of 3.4 or above for graduation with the Honors Diploma.

## RECOMMENDED PROGRAM OF STUDY

### Freshman Year

Semester I

Honors Preceptorial (4)

Semester II

Lower-division elective (3)

### Sophomore Year

Semester I

Team-taught course (4)

or

Single-taught course (3)

Semester II

Same as Semester I

### Junior Year

Semester I

Team-taught course (4)

or

Single-taught course (3)

Semester II

Same as Semester I

### Senior Year

Semester I

Independent Study (1-3)

Semester II

Senior Colloquium (3)

## HONORS COURSE (HNRS)

### 495 Honors Senior Thesis Seminar (3)

Students will conceptualize a project of original scholarship and share results of their inquiry in the seminar. The project should be original and compatible with the student's major. Projects can take the form of a scholarly paper, original writing, artistic composition or design, science experiment, or a curricular module. Students will propose a project, prepare and lead a seminar, and turn in a final thesis by the end of the semester. Prerequisite: Senior standing and enrollment in USD Honors Program.

# Academic Regulations

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he or she will abide by them.

## INTEGRITY OF SCHOLARSHIP

The University of San Diego is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community whose members are all expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty that are uniform and that should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or, g) any other serious violation of academic integrity as established by the instructor. Acts of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course. Because of the seriousness of academic dishonesty, further penalties at the level of the University community may be applied; such penalties include probation, a letter of censure, suspension, or expulsion. Full copies of the policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and Academic Deans, in the *University Policy and Procedure Manual*, and *Archways* (Undergraduate Student Handbook). Instructors also explain their expectations regarding academic integrity in their classes.

## REGISTRATION

Registration takes place when the student completes the required advising and pays the required fees. No credit will be given in courses for which the student is not officially registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$150. (For registration procedures during Summer Sessions and Intersession, please refer to appropriate bulletins for these sessions.)

## DECLARING OR CHANGING THE MAJOR

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing the *Declaration of Major* form, which is available at the Office of the Registrar, Founders Hall 113. The same form is used to declare a minor, a certificate program, a second major, etc. As with the major, all these other programs must be declared formally. In addition, the same form is used to officially change advisors. Students must obtain the necessary signatures on the form and return it to the Office of the Registrar. Students must declare a major before selecting a minor.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment to their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. Students should declare their major as early as possible so that their advisors can guide them in the selection of appropriate courses. Students choosing to major in diversified liberal arts, the sciences, or in business administration should select those majors early in their academic career. Students majoring in engineering must consult an engineering advisor at the beginning of the freshman year.

The University's Office of Career Services is prepared to offer its services to students who face this difficult decision. Through personal interviews and extensive standardized testing, counselors in the Counseling Center help students to assess their academic assets, dominant interest patterns, and potential for success.

When a decision to change a major concentration has been reached the student must complete the *Change of Major* form available at the Office of the Registrar, Founders Hall 113. Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

## STUDENT LOAD

For a student to qualify as full time, 12 units minimum are required. However, the normal student load is 15-16 units. To exceed 18 units, the authorization of the student's advisor and of the pertinent dean must be obtained in writing. Ordinarily, no enrollment beyond 18 units will be approved unless the applicant has maintained a GPA of 3.0 cumulatively and in the immediate past semester. These restrictions on student load also apply to courses taken concurrently at another college or university for transfer to the University of San Diego.

The maximum student load during Intersession is 4 units, and the maximum student load for the Summer Sessions is 13 units in a 12-week period. These maxima also apply to any combination of courses taken concurrently at the University of San Diego and another college or university. Please refer to the section on Intersession (page 64) for a complete discussion of these regulations.

### **DROPPING OR ADDING COURSES**

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. Unofficial withdrawal from a course results in a grade of F. Students who change their class schedule after the session/semester begins will pay a fee of \$5 for each change of program form processed.

Program changes involving the addition of courses are permitted within the first eight class days of a regular semester. Freshman students must have the approval of the preceptor to add or drop a course.

Withdrawing from a course after the first eight academic class days of the semester, without risk of academic penalty, will be allowed until the end of the 10th week of the semester. Withdrawal within that time limit will be recorded as W. After that date there is no possibility of withdrawal; the student will receive a grade for the course. A grade of W does not enter into the computation of the GPA.

### **WITHDRAWAL FROM THE UNIVERSITY**

A student withdrawing from the University during a semester or for a future semester must file an official *Undergraduate Student Withdrawal Form* with the appropriate school or College. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in non-passing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution. After the last day to enroll in classes, and continuing through the end of the 10th week of the semester (the last day to withdraw from classes), students may process a withdrawal to drop all their classes with grades recorded as Ws. After the last day to withdraw from classes, the student will receive grades for courses.

A student whose registration at the University is interrupted for one or more semesters must apply for readmission through the Office of the Registrar, unless a leave of absence has been granted in writing.

### **LEAVE OF ABSENCE**

A student who will not be registered at the University during a regular semester, but would like to return without applying for readmission, must request a leave of absence by the last day to enroll in classes for that semester. Students must file the official *Undergraduate Student Leave of Absence Form* with the the appropriate school or College. To incur

no tuition charges, students should request a leave of absence before the first day of classes. The request must state the reason for which the leave is requested and the semester in which the student will again register at the University. Requests for leaves of absence must be approved by the dean of the appropriate school or College. Leaves of absence are not granted to students in the probationary or disqualification status. Leaves of absence are granted for a maximum of two consecutive semesters.

### **AUDITING**

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor are they eligible for financial aid, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses or Education Recreation courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

### **ATTENDANCE**

Regular and prompt attendance at class is deemed essential for the optimal educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the course and will state what penalties will be imposed for excessive absences.

### **EXAMINATIONS**

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the appropriate dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the dean.

In fall and spring semesters, examinations are limited during the week prior to final examinations. There may be no major examinations; minor quizzes are permitted as long as they are listed on syllabi at the beginning of a semester and do not count for more than 10 percent of the course grade. Laboratory practica, papers, oral reports, and make-up examinations are permitted. Students are responsible for class attendance and material presented during the week before final examinations.

Students who wish to fulfill specific competency requirements for graduation by examination may petition the Dean of the College of Arts and Sciences for permission to take such examinations. The dates for these examina-

tions are announced in the Academic Calendar (found at the beginning of this *Bulletin*). Students should check with the dean for fees and locations for the examinations. No academic credit will be given for these examinations.

### **CREDIT BY EXAMINATION**

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Office of the Dean of the College of Arts and Sciences, Founders Hall 114.

### **GRADE REPORTS**

Grade reports are available on the USD Web site. Students must have a USD e-mail account to access grade reports.

### **PASS/FAIL OPTION**

Students in good academic standing, that is, with a grade point average of 2.0 at the University of San Diego, may elect to enroll for courses on the pass/fail plan. All students who wish to exercise the pass/fail option must have prior authorization from their advisor. Courses taken at other institutions and transferred to USD for unit credit only are not considered to fall under the pass/fail option. Note the deadline announced in the Academic Calendar for changing a course to the pass/fail option or vice-versa. No changes will be made after this date. The following regulations apply:

1. Lower-division students must have successfully completed at least 12 units at this university;
2. If the course is part of a regular semester, the student must be enrolled in at least 9 other units on a regular grading basis;
3. Students may take Intersession and Summer Sessions courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.);
4. Major courses (and major prerequisites) and Core Curriculum courses are excluded;
5. Courses required for any state teaching credential are excluded;
6. Certain advanced or highly specialized courses may be excluded by departments acting in concert;
7. Research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by determination of the faculty, be included;
8. All courses designated as "activity" courses may be pass/fail (at faculty determination, not students);

9. There will be no change from pass/fail to grade or vice-versa after the deadline listed in the Academic Calendar;
10. The course, quiz, paper, examination, and attendance requirements for pass/fail students will be the same as for students receiving a letter grade;
11. Pass requires a grade of C- grade or better;
12. Pass does not affect grade point average; Fail does affect grade point average;
13. A course taken on a pass/fail basis may only be repeated as a pass/fail course;
14. A course in which a grade of D or F is received may not be repeated on pass/fail basis, but may be repeated for a grade;
15. For first honors or second honors consideration, 12 semester-units must be earned in fall or spring semesters in which traditional grades are issued;
16. A student wishing to major in a field in which he or she previously earned pass/fail credit may, with departmental permission, select another course to fulfill the requirement; and,
17. A maximum of 15 pass/fail units at USD is applicable to the fulfillment of degree requirements. However, in the Electrical Engineering (EE), Industrial and Systems Engineering (ISyE), and Mechanical Engineering (ME) majors, pass/fail is not permitted in any required (by title) course; pass/fail enrollment in certain Core Curriculum elective courses requires prior approval of the Director of Engineering Programs and may be utilized for a maximum of 21 units of required elective Core Curriculum course units.

### **GRADING SYSTEM**

At the end of each semester, a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; P, credit awarded, but units do not enter into computation of grade point average; W, withdrawal; Inc., incomplete.

Professors may not change final grades unless there is a computational error.

Grade points are assigned to the above grades as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = 0.67; F = 0.00.

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete prior to the posting of final grades. The Incomplete grade is not

counted in the computation of the grade point average for the semester for which the Incomplete grade was authorized.

A student who receives a grade of Incomplete must complete all the missing work by the end of the 10th week of the next regular semester; otherwise, the Incomplete grade remains on the record permanently, with the same effect on the grade point average as if it were an F.

The instructor assigning a grade of Incomplete will file a signed form with the dean of the appropriate school or College, indicating the reason for the Incomplete. The form is filed when the Incomplete is posted.

Only courses for which grades D or F were received may be repeated for credit. Only one repetition is permitted unless authorized in writing by the dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade point average of an undergraduate student who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first 10 units repeated. When courses are repeated by transfer work, the lower grade will be removed from the USD grade point average and credit for the course will be given without grade points. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. The student should notify the Registrar when a course is repeated so that adjustment of the cumulative grade point average, if necessary, may be done promptly.

The grade point average (GPA) is computed by dividing the total grade points by the total units attempted, considering only courses taken at USD in the calculation.

## DUPLICATION OF CREDIT

Each of the academic courses counted toward the 124 units required for graduation must represent an increment in the student's knowledge. Consequently, courses which duplicate previous work, either in high school (for example, foreign language) or in college, cannot be counted toward graduation, nor can elementary courses which are prerequisite to advanced courses if they are taken concurrently with or after the more advanced work.

## EXPERIENTIAL EDUCATION CREDIT

A maximum of 6 units of combined practicum, field experience and/or internship taken within the College of Arts and Sciences can be applied to the 124-unit degree requirement, 48-unit upper-division requirement, and/or upper-division requirements in the student's major. Only students eligible for upper-division credit (second semester sophomore standing) will be allowed to register in these courses. The University neither gives nor accepts transfer credit for prior experiential learning. Other restrictions (that is, junior and/or senior standing) are at the discretion of the department.

## SCHOLASTIC PROBATION AND DISQUALIFICATION

A student will be placed on scholastic probation if:

1. The semester GPA falls below a C average (GPA 2.0) for course work in a given semester; or,
2. The GPA falls below 2.0 for all work attempted at USD.

In either case, the student will be placed on probation for the next semester (or portion thereof if the resolution of Incomplete grades leads to a semester GPA of less than 2.0). Permanent Incomplete grades count as units attempted, with no grade points, for purposes of computing the semester and the cumulative GPA.

The probationary status of a student can be ended only at the close of the probationary semester when the following conditions are met:

1. C average (GPA 2.0) for all college work attempted at USD, and for all course work attempted during the semester of probation; and,
2. There are no grades of Incomplete for the probationary semester.

If the student does not end probationary status at the conclusion of the probationary semester, he or she will be disqualified scholastically.

An extension of scholastic probation for one semester only may be considered if a student appeals in writing to the dean of his or her school or College within 10 days of the postmark date on the notice of disqualification. The appeal should set forth the reasons which would justify an extension and the specific plans for raising the GPA.

## HONORS

At the end of each semester, each dean publishes the names of full-time (12 units or more) honor students. Those with a GPA of 3.65 or higher receive First Honors; those with 3.40 to 3.64 receive Second Honors. All honor students receive a personal commendation letter from the appropriate dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon USD GPA: a) for *summa cum laude*, 3.85 or higher; b) for *magna cum laude*, 3.65 to 3.84; and c) for *cum laude* 3.46 to 3.64. The senior with the highest USD GPA within each commencement group will give the valedictory address at his/her respective ceremony. At least half of the degree work must be completed at USD. In the event of ties, the student with the most course work completed at USD will give the valedictory address at his/her respective ceremony. Also presented at graduation are the Alcalá Leadership Awards to two outstanding seniors.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in Kappa Gamma Pi, the National Honor Society for Catholic College Women and Men. No more than 10 percent of the seniors may be awarded this honor.

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to a number of students who have shown exceptional attainment in academic and other areas of university life. Departmental honors are awarded to seniors who have petitioned to graduate and have maintained a USD grade point average of 3.5 in upper-division courses in their major, provided that a minimum of 12 such units have been completed at USD prior to February 1 of the year of graduation. However, a student may lose eligibility for special honors and departmental honors if the student has been found to have committed a serious violation of the academic integrity policy.

### **GRADUATION PETITION AND PARTICIPATION**

By the date indicated in the current Academic Calendar, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. Note: The petition for graduation will be processed only if lower-division Indispensable Competencies in Core Curriculum, Category I, have been fulfilled.

Seniors graduating in August may participate in the previous May ceremony provided that they: 1) take their remaining courses in USD's Summer Sessions; and 2) have registered (including payment) in USD's Summer Sessions for their remaining courses by May 1 and have given to the Registrar's Office written evidence of such completed registration. Seniors graduating in August may not take an independent study course during the Summer Sessions. Exceptions to this policy may be approved by the student's dean when there are extraordinary circumstances beyond the student's control. August graduates who wish to take courses elsewhere (after procuring the appropriate waivers) may do so, but they may not participate in the May ceremony. (Note: Summer courses taken in USD's own Guadalajara program and USD sponsored Summer Study Abroad programs will meet the requirement for courses taken at USD.)

August graduates who wish to participate in the May Commencement ceremony should register in the spring semester previous to the May ceremony for any needed courses that are being offered at USD in the Summer Sessions immediately following Commencement. To facilitate the process of looking at the spring and summer courses together, the courses, dates, and times of USD spring semester and Summer Sessions offerings are made available each fall on the University's Web site. Unavailability of a needed course in USD's Summer Sessions will not be grounds for an exception to the policy about Commencement participation; all information is made available to students the previous fall to anticipate and avoid any such problems.

### **UNIT AND GRADE POINT REQUIREMENTS**

To qualify for a degree, the student must earn a minimum of 124 semester-units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A minimum grade point average of C (GPA 2.0) is required in the total work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper-division courses, that is, those numbered 300 or higher. In order to enroll in courses which carry upper-division credit the student is normally required to have reached second semester sophomore or first semester junior class standing. Where, in the judgment of the department chair, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper-division courses for upper-division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases, the approval of the department chair must be filed, in writing, in the Office of the Dean of the College of Arts and Sciences.

### **CLASS STANDING**

Students reach sophomore standing after satisfactory completion of 30 units. Junior class and upper-division standing are reached upon completion of 60 units. For senior class standing, 90 units must be completed.

### **RESIDENCE REQUIREMENT**

Students are expected to complete the preponderance of their baccalaureate work at the University, especially in their junior and senior years. Leaves of absence for foreign study or transfer of courses to USD from other universities are permitted to meet legitimate educational goals of students prior to their senior year.

To satisfy the requirements for a degree, students must earn a minimum of the final 30 semester-units of credit at the University of San Diego. This residence requirement may be partially waived. Waiver is at the discretion of the student's dean. Waiver is possible only if the preponderance of academic work has been at USD and if there are valid educational reasons.

### **TRANSFER OF CREDIT**

Academic courses from other accredited institutions are normally transferable if the grades are C- or better, and if the institution from which the grades were received is USD-approved. However, students should note that the University of San Diego has full discretion concerning which credits are applicable to its curricula and are therefore transferable. In addition to transcripts, students may need to provide documentation of courses taken. All courses transferred to USD are transferred for unit credit only and are not calculated into the GPA.

A course will not be accepted if it duplicates work (that is, repeats essentially the same content) taken at USD, except in cases where a grade of D or F was received in the USD course.

Students also should be aware that the Core Curriculum requirement in Human Values may be affected by the number of credits transferred at entry to USD. For example, a student entering USD at junior standing (60-90 units) needs only two Theology and Religious Studies classes **after entrance**. A student entering at 90 credits or over need take one (upper-division) Theology and Religious Studies class and one (upper-division) Philosophy ethics course **after entrance**.

Students of the University who wish to take courses at other institutions should obtain advance written approval on a *Petition to Transfer Credit* form which can be picked up in the Office of the Dean of the College of Arts and Sciences, Founders Hall 114. The student will get the signature of their advisor, the department chair in the comparable department in which the course is being taken, and the dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego. Course work taken at another university after a student leaves USD is not posted to the official transcript unless the student is readmitted to the University.

### TRANSCRIPTS

Any student may request official transcripts of his or her academic work. A fee of \$5 is charged for each transcript. Applications for official transcripts should be made in writing to Student Financial Services in the Hughes Administration Center. Unofficial transcript requests may be made in writing directly to the Registrar's Office, Founders Hall 113.

### THE DEGREE AUDIT

The *Degree Audit* is a computerized version, or "road map," of courses or requirements that a student has fulfilled and a listing of those yet to be accomplished. The *Degree Audit* will aid both student and advisor in keeping track of the student's progress at USD semester by semester.

### COURSE NUMBERING SYSTEM

Courses offered by the University are listed in alphabetical order by discipline within each school or College.

Course numbers are three digits in the following ranges:

100-199	Lower-division courses
200-299	Lower-division courses
300-399	Upper-division courses
400-499	Upper-division courses
500-599	Graduate/master's/law courses
600-699	Doctoral/law courses

Course types are indicated by the following characters:

L	Laboratory
S	Seminar
R	Recitation
P	Practicum

Section numbers are two digits (01, 02, 03, etc.) followed by a character attached to certain sections as appropriate:

H	Honors section
W	Writing section
C	Community service-learning section
D	Diversity section

The semester in which a course is offered is indicated in parentheses at the end of the course description.

The numbers in parentheses after the title of the course indicate the number of semester-units.

## Naval ROTC

The Naval Reserve Officers Training Corps (NROTC) Program is shared between the University of San Diego and San Diego State University. The University of San Diego is the host institution for the administration of the NROTC unit.

The primary purpose of the NROTC Program is to educate qualified young men and women to serve as commissioned officers in the Navy and the Marine Corps. Students participating in the program lead essentially the same campus life as other undergraduates. They pursue academic studies leading to a bachelor's degree, and may participate in any extracurricular activities that do not interfere with their NROTC requirements.

### PROGRAMS

There are two types of NROTC programs: the Scholarship Program and the College Program. They differ primarily in their benefits to the student. The Scholarship Program provides four years of university study, largely at government expense, followed by a commission in the Navy or Marine Corps. The College Program leads to a commission in the Navy or Marine Corps, but without a NROTC tuition scholarship.

### SCHOLARSHIP STUDENTS

Four-year Scholarship Program students are selected on the basis of a highly competitive annual national selection. Selectees are enlisted in the Naval Reserve, appointed midshipmen in the USNR, and provided tuition, fees, uniforms, and a stipend for books at government expense. In addition,

they receive subsistence pay and summer active duty pay. Navy Option students in the NROTC Scholarship Program are encouraged to pursue majors in engineering or in specific science fields (mathematics, chemistry, physics, or computer science), but any other field of study leading to a baccalaureate degree is permitted. Marine Corps Option students may normally enroll in any four-year course of study leading to a bachelor's degree. All scholarship students participate in three summer cruise and training programs. Upon graduation, students receive commissions as Ensigns in the United States Navy or as Second Lieutenants in the United States Marine Corps, after which they serve with the respective service. The minimum period of active duty is four years, followed by four years of inactive reserve status.

Two-year Scholarship Program students are selected through national competition. Applicants must be in their second year of college and in good standing. Selectees for enrollment in this program attend the Naval Science Institute at Newport, Rhode Island, receiving instruction in naval science and drill, during July and August after their selection. Successful completion of the Naval Science Institute program qualifies students for enrollment in the advanced course of the NROTC program. They are provided tuition, fees, textbook stipend, uniforms, and subsistence allowance at government expense during their junior and senior years. Two-year scholarship students participate in a summer cruise between their junior and senior years.

Upon graduation, commission and service requirements are the same as for four-year scholarship students. Applications for the scholarship program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office.

### **COLLEGE PROGRAM STUDENTS**

The College Program is designed for students who desire to qualify for a commission in the Navy or Marine Corps while pursuing normal courses of study, and have not been accepted into the Scholarship Program. They have the status of civilians who have entered into contract with the Navy. All College Program students must be admitted to advanced standing by the Commander of the Naval Service Training Command at the end of their sophomore year in order to continue in the program. They enlist in a component of the Naval Reserve and receive subsistence pay each month during the last two academic years. In addition, they receive active duty pay during the required summer cruise, which normally takes place between the junior and senior years. Upon graduation, students receive commissions as Ensigns in the United States Navy, or as Second Lieutenants in the United States Marine Corps, and are ordered to active duty for three years and inactive reserve status for four years.

College Program students may compete each year for scholarships. If selected, they will be appointed to scholarship status with the attendant benefits and pay.

Further information on the College Program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office.

### **ACADEMIC REQUIREMENTS FOR SCHOLARSHIP STUDENTS**

To receive a commission, the NROTC scholarship student must complete all requirements for a bachelor's degree in accordance with University rules and regulations, as well as complete certain courses specified by the Navy. General requirements fall into two categories:

1. Naval Science requirements
    - Freshman Year*
    - Introduction to Naval Science (NAVS 101)
    - Seapower (NAVS 102)
    - Sophomore Year*
    - Leadership and Management I (NAVS 201)
    - Navigation (NAVS 202) (Navy option only)
    - Junior Year*
    - Naval Engineering (NAVS 301)
    - Naval Weapons (NAVS 302) (Navy option only)
    - Evolution of Warfare (NAVS 310) (Marine option only)
    - Senior Year*
    - Naval Operations (NAVS 401) (Navy option only)
    - Amphibious Operations (NAVS 410) (Marine option only)
    - Leadership and Ethics (NAVS 402)
  2. Other courses required by the U.S. Navy
    - Calculus (one year)\*
    - Regional Studies/World Cultures (one semester)\*
    - Physics (calculus based) (one year)\*
    - English (one year)\*
    - National Security Policy or American Military History (one semester)
- \*Navy Option only

See Naval Science course descriptions under the Naval Science department in this *Bulletin*.

## Other ROTC Programs

Through an agreement with the Air Force ROTC and Army ROTC and San Diego State University (SDSU), qualified students at the University of San Diego may participate in either the Air Force or Army ROTC programs at SDSU. Certain courses at San Diego State University are applied toward graduation requirements at the University of San Diego for these students. Information may be obtained by calling either the Air Force ROTC or the Army ROTC telephone numbers listed respectively below.

### AIR FORCE ROTC

Qualified students at the University of San Diego may participate in the Air Force Reserve Officer Training Corps (AFROTC) program at San Diego State University.

AFROTC offers a four-year or two-year Air Force Reserve Officer Training Corps program designed to develop officers who have a broad understanding and high growth potential. For qualified students, two- to four-year scholarships are available in certain areas on a competitive basis. Scholarships may be applied toward tuition, various laboratory, textbook, and incidental fees, plus a monthly nontaxable \$150 allowance during the academic year. Cadets participate in dialogues, problem solving, and other planning activities designed to develop leaders and managers. All course work is done at San Diego State University, with the exception of field trips and one Field Training encampment conducted at a military base.

Either a four- or six-week Field Training camp is required for all students during the summer between the sophomore and junior years. The four-week camp is for students who have completed all AFROTC lower-division courses with a grade of C or better in each course. Field Training emphasizes military orientation for the junior officer and aircraft and aircrew familiarization. Cadets receive physical training and participate in competitive sports. They observe selected Air Force units perform everyday operations, and they are trained in drill and ceremonies, preparation for inspections, and the use of weapons. Upon completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned Second Lieutenants in the Air Force and serve a minimum of four years of active duty.

USD students enroll in aerospace classes by registering for these courses through the SDSU College of Extended Studies. There is no advance application needed for the one-unit freshman or sophomore (AS100/200) courses. However, an orientation program, held just prior to the start of the fall semester, is recommended. It is designed to give new cadets a broad, realistic introduction to Air Force officer training and provide them with helpful, important information on meeting academic requirements.

The last two years of AFROTC (AS300/400, both of which are three-unit courses) lead to the commission as a Second Lieutenant. Any qualified student may apply during the sophomore year. The application process involves taking the Air Force Officer Qualifying Test (AFOQT), a physical examination, a physical fitness test, and a personal interview.

Further information about this program may be obtained from the AFROTC unit at San Diego State University at (619)594-5545.

### ARMY ROTC

The Army Reserve Officers' Training Corps offers a four-year or two-year program designed to develop future officers in the areas of leadership, management, military history, and military skills.

The Army ROTC program consists of one course per semester along with one leadership laboratory period per week. The four-year program is divided into two parts. The Basic Course is taken in the freshman and sophomore years. No military commitment is incurred during this time. After completing the Basic Course, students who have demonstrated officer potential and have met physical and scholastic standards are eligible to enroll in the Advanced Course taken in the final two years of college and consisting of outlined military science and designated enrichment courses. Some students who have previous military service can receive constructive credit for the Basic Course. Another two-year ROTC program consists of completion of a five-week basic camp and enrollment in the advance course. While in ROTC, cadets will gain invaluable leadership experience through participation in the Simultaneous Membership Program with the National Guard and Army Reserve. Upon graduation, students can enter the Army on active duty, Reserves, or the National Guard.

USD students enroll in the military science classes through the SDSU College of Extended Studies by coming to class and coordinating with the instructor. There is no advance application needed for the freshman or sophomore classes. Scholarship money is available. Four-, three-, and two-year merit scholarships are available to qualified students. Scholarship awards range from \$2,000 to \$12,000 annually for tuition plus allowances for books and fees.

Further information about this program may be obtained from the Army ROTC unit at San Diego State University at (619)594-4943/1236.

## Special Sessions

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### INTERSESSION

USD follows the 4-1-4 academic calendar: fall and spring semesters of approximately four months each and a January Intersession of three weeks. Although students are not required to attend Intersession, many students are able to move more quickly through their program, or to lighten their load in the regular semester, by taking a course during January. One 3- or 4-unit course is the maximum allowed during Intersession; USD will not accept units taken concurrently at another college or university. A maximum of 4 units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

Class schedules are printed in the *Intersession Bulletin*. Students must obtain their registration release from their advisor before registering and must pay in full at the time of registration unless using the Online Registration System. Students registering online must pay by the deadline given in the bulletin. Note that the refund policy for Intersession is different from that of the fall and spring semesters. For further information contact the Special Sessions Office located in Founders Hall 108; (619)260-4800; [specialsessions@sandiego.edu](mailto:specialsessions@sandiego.edu); or log on to [http://www.sandiego.edu/special\\_sessions](http://www.sandiego.edu/special_sessions).

### SUMMER SESSIONS

Academic courses are offered in sessions of various lengths over the 12-week summer period. Although students are not required to attend Summer Sessions, many students are able to move more quickly through their program, or to lighten their load in the regular semester, by taking a course during the summer. Students may take one more unit than the number of weeks in the sessions (for example, 4 units in a three-week session) for a total of 13 units over the 12-week period. These limits apply to any combination of courses taken concurrently at USD and another institution.

Class schedules are printed in the *Summer Sessions Bulletin*. Students must obtain their registration release from their advisor before registering and must pay in full at the time of registration unless using the Online Registration System. Students registering online must pay by the deadline given in the *Summer Sessions Bulletin*. Note that the refund policy for summer is different from that of the fall and spring semesters. For further information contact the Special Sessions Office located in Founders Hall 108; (619)260-4800; [specialsessions@sandiego.edu](mailto:specialsessions@sandiego.edu); or log on to [http://www.sandiego.edu/special\\_sessions](http://www.sandiego.edu/special_sessions).

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## Summer Program in Guadalajara, Mexico

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Founded in 1542 by Juan de Oñate, Guadalajara is Mexico's second largest city. While Guadalajara prides itself on its long-standing traditions, it has established itself as a modern and efficient metropolitan city. The colonial center, comprised of four large plazas surrounding a 16th century cathedral, is evidence of the long history and Catholic influences during the early development of Mexico.

In cooperation with the Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) in Guadalajara, the University of San Diego sponsors a six-week summer session designed to provide students with an intensive academic and cultural experience. The Guadalajara Summer Program is suitable both for students with a primary interest in learning Spanish and for those interested in taking related courses in other fields, such as, art, art history, business, dance, history, international relations, ethnic studies, philosophy, political science, psychology, Spanish and Latin American literature, theology and religious studies, and music. Instruction is either in English or in Spanish, depending on the course, and course offerings vary each year. All units earned carry USD credit and residency.

The faculty is comprised of USD professors, visiting professors from other U.S. universities, and instructors from Guadalajara.

The program is open to undergraduate or graduate students, over 18 years of age, enrolled and in good standing at USD or another university. Applicants who are not enrolled at an academic institution are also welcome to join the group. Students may take a maximum of two 3-unit classes and one 1-unit course. While it is recommended that students have some knowledge of the Spanish language, or enroll in a Spanish class while in Guadalajara, no previous Spanish study is required.

Students live with a host family to enhance their cultural experience. This living arrangement enables students to learn the culture of Mexico first-hand and to expand their conversational skills through daily interaction.

The summer's experience includes planned and supervised social activities and excursions to cultural sites outside and within the city of Guadalajara.

Financial assistance awarded through USD is applicable toward the Guadalajara Summer Program for USD students only. Non-USD students should check with their home institution.

For further information contact the Guadalajara Summer Program Office located in Founders Hall 106; (619)260-7561; [guadalajara@sandiego.edu](mailto:guadalajara@sandiego.edu); or log on to <http://www.sandiego.edu/guadalajara>.

## Summer and Intersession Programs Abroad

Every summer the University of San Diego sponsors summer and Intersession programs abroad in several different countries. Directed by faculty members and coordinated in the Study Abroad Programs Office, these programs vary in length and course offerings. Students may fulfill a variety of Core Curriculum requirements or in some cases, earn credit toward their major or minor. Popular destinations include: Salzburg, Austria; Viña del Mar, Chile;

London, England; Perugia, Italy; and Aix-en-Provence, France among others. Financial aid for these programs is available for USD students through the Office of Financial Aid. For more information, visit the Study Abroad Programs Office located in Founders Hall 106, or call (619)260-4598; [studyabroad@san Diego.edu](mailto:studyabroad@san Diego.edu); <http://www.sandiego.edu/studyabroad>.

## Study Abroad Programs

USD undergraduates in good standing may apply for a variety of study abroad programs affiliated with the University. USD grants academic credit and grades for the programs listed in the following pages. To ensure the proper recording of units, USD students may not enroll independently, or through another institution, in a USD-affiliated program.

Students who wish to study abroad on a USD-affiliated program must have taken a minimum of 40 units at the college level with a cumulative grade point average of 2.75 or higher, and must take a minimum of 15 units while participating in the program. Students placed on academic probation and those having a deficiency notice at midterm will be disqualified, regardless of expenses incurred. Additional questionable academic or disciplinary records will be reviewed to determine eligibility.

Tuition for the affiliated programs is paid directly to USD and is equivalent to the USD tuition rate for full-time students. All other fees are either paid to USD (Spain only) or are charged by and paid directly to the sponsoring institution. Tuition remission may not be applied to USD affiliated programs. Tuition must be paid in full to USD 10 days prior to program start date. The USD tuition installment plan is not available for study abroad. The majority of financial assistance awarded through USD is applicable for one semester abroad with an affiliated program. Some fees incurred by the sponsoring institution may not be covered by USD financial assistance. Students may study abroad for a maximum of one academic year; however, to satisfy the requirements for a degree, students must earn the final 30 units of credit at the University of San Diego campus. Application deadlines for most programs take place in February (fall semester applicants) or September (spring semester applicants). For further information and application materials, visit the Study Abroad Programs Office located in Founders Hall 106, or call (619)260-4598; [studyabroad@san Diego.edu](mailto:studyabroad@san Diego.edu); <http://www.sandiego.edu/studyabroad>.

### PROGRAM IN BUENOS AIRES, ARGENTINA

Buenos Aires, the capital of Argentina, is rich in history and has a diverse population. The majority of Argentines live in or around the capital making this sprawling modern city an excellent environment for the study of politics, art, literature, business, and international relations.

Offered in collaboration with the Institute for the International Education of Students (IES), this program offers semester or full-year study in Buenos Aires, Argentina. The IES Buenos Aires Center, located downtown, houses a student lounge, a small reference library, classrooms, staff offices, and computer lab. Students will enroll in 4 units of Spanish language and will select additional courses from a pre-approved list of IES offerings taught in English or Spanish by Argentine faculty. Areas of study include art, environmental studies, cinema, history, international business, literature, political science, psychology, and sociology. Students with advanced language also have an opportunity to take courses with Argentine students at the local universities.

To be eligible, students must have a minimum GPA of 3.0 and must have completed the equivalent of three college semesters of Spanish language studies prior to participation in the program.

Students live with Argentine hosts and are provided with two meals daily. All arrangements are based on information provided by the student regarding preferences and special needs. Each housing option is screened and approved by an IES Buenos Aires housing coordinator.

### PROGRAM IN VIENNA, AUSTRIA

This program is offered in association with the Institute for the International Education of Students (IES). The IES Vienna Center is situated in the Palais Corbelli, an elegant 18th century palace in the heart of Vienna. The extensive curriculum includes courses taught in both English and German, and offers qualified students the opportunity to enroll in courses at the local institutions such as the University of Vienna and the University of

Music and Performing Arts Vienna. Students who wish to attend the local universities should plan to remain in Vienna for the months of January and/or June. Students are expected to enroll in a 4-credit German course and four other courses, for a total of 16 semester-units.

Students are housed in private residences throughout the city, either in independent apartments, in apartments shared with an Austrian resident-owner, or in dormitories with Austrian students.

To be considered for the program, students must have a minimum GPA of 3.0. The student must also have attained junior standing and completed at least two college semesters of German language studies prior to participation. Students wishing to enroll in courses taught in German or in courses at the local universities in Vienna, must have a minimum of four college semesters of German language instruction. Selection for the program is based on a written application and a review of transcripts (to be submitted with the application form).

### **PROGRAMS IN OXFORD, ENGLAND**

Oxford is in the center of England, surrounded by beautiful countryside, and close to many places of interest. Areas such as London, Stratford-upon-Avon, Bath, Windsor, the Cotswolds, and Winchester are within easy reach, while Cambridge can be visited as a day trip.

The University of San Diego maintains two programs in Oxford, England, for which qualified students may enroll for either a semester or a full academic year. The Programs are offered by special arrangement with St. Clare's International College and with the Centre for Medieval and Renaissance Studies (CMRS). Both are private institutions of higher education located in the city of Oxford. The Oxford programs, open to all USD students, are primarily focused in the humanities and social sciences. Only those students who have been formally approved by USD for enrollment in either program may earn USD credit for their course work. Selection for the program is based on a written application and a review of transcripts (to be submitted with the application form).

Students are offered housing accommodations located within walking distances or short bus rides, with shared kitchen and private bathroom facilities.

To be considered for either program, students must have attained sophomore or junior standing and must have an overall grade point average of 3.0 for the St. Clare's college or a minimum 3.5 GPA for the CMRS program.

### **PROGRAMS IN AIX-EN-PROVENCE AND AVIGNON, FRANCE**

By association with the Institute for American Universities (IAU), USD offers a choice of French study programs at two locations: Avignon and Aix-en-Provence. Both cities are situated in southern France near the

Riviera. The area abounds in historical, cultural, and artistic treasures from the Roman and medieval eras to more recent times, with works of Impressionist and early Modern painters represented in local museums. Paris is a mere four hours away by way of the TGV (Train à Grande Vitesse).

Courses at the Avignon center are taught in French, and demand a very good background in the language, the equivalent of at least two years in college. This program, housed in a renovated 14th century chapel, meets the specific needs of French language majors.

The Aix-en-Provence center is located in a restored 17th century chapel. Two semesters of French language studies are required prior to participation. The curriculum includes two French courses per semester, with the balance to be chosen from among an array of offerings, both in French and English.

At both sites, a minimum grade point average of 2.75 is required. Qualified students with a strong background in French area studies may attend the local university at either site.

IAU will place students with host families within a short distance from either site.

### **PROGRAMS IN FREIBURG, GERMANY**

USD, under the auspices of the Institute for the International Education of Students (IES), offers two programs in Freiburg-im-Breisgau, Germany: the European Union Program and the German Studies Program.

Not far from Brussels and Strasbourg (seat of the European Parliament), Freiburg is ideally located for the European Union Program. This single-semester program is designed primarily for economics, political science, international relations, and international business majors. All courses are held at the IES center near the Albert-Ludwigs-Universität and are taught in English by German faculty. All students enroll in one German language course, a mandatory integrative seminar, and three other IES courses for a total of 16 units.

Students must have completed a minimum of two college-level semesters of German language, micro- and macroeconomics and/or introductory finance, and have a background in modern European history, international relations, or comparative management. Students intending to participate in the program must be at the sophomore or junior level and have a 3.0 cumulative grade point average.

The Freiburg Program offers courses in modern German history, art history, political science, business, economics, and German language and literature. All instruction is in German and IES participants are concurrently enrolled at the Albert-Ludwigs-Universität (University of Freiburg). Courses are offered in a vast array of fields in the arts and sciences. Two hours of tutorials supplement two hours of course work for selected university courses.

University courses are not announced until shortly before the beginning of each semester; therefore, exact course descriptions cannot be provided in advance.

Interested students must have completed a minimum of four college-level semesters of German language for fall semester attendance, and a minimum of five college-level semesters are required for spring semester participation. Students are eligible to participate during their sophomore or junior years, and must have a minimum 3.0 GPA.

Both programs place participants with German students in university residence halls with shared kitchen and bath facilities.

### PROGRAM IN CORK, IRELAND

USD students with a minimum 3.0 cumulative GPA may choose to study (for one or two semesters) in Cork, Ireland at the University College Cork (UCC). The university offers courses in a variety of disciplines such as business, art history, literature, sciences, and more. In addition to the regular university semester, UCC offers a pre-semester seminar in the fall in business, anthropology, environmental sciences, political science, history, or literature. The two-week seminar is required for all USD fall semester participants.

The coastal town of Cork is located along the southern coast of Ireland, just approximately 165 miles from Dublin. The second largest city in Ireland, Cork offers the modern amenities of a metropolitan city while maintaining the Celtic traditions and feel of a small town.

Students who attend the study abroad program at UCC will be housed with Irish students in on-campus apartments or in local apartments in the surrounding area.

### PROGRAM IN FLORENCE, ITALY

In association with Syracuse University, USD offers a one-semester or full-year program in Florence, Italy, to students seeking a Visual Art/Art History major and/or minor. As the jewel of Italy, this beautiful city abounds with original creations by artists from Cimabue and Giotto to Botticelli and Leonardo da Vinci. Such masterpieces, however, are not the only displays of artistic splendor, as the city also contains lavish sculpture gardens and centuries of beautifully preserved antiquity.

Qualified students will have the opportunity to enroll in a broad selection of courses in art history/fine arts, in addition to courses within the areas of humanities and social sciences, Italian language, and women's studies. Students having a strong background in Italian language may also study at the Centro di Cultura per Stranieri and the University of Florence.

Candidates for the program must have a minimum 2.75 cumulative grade point average and must have completed a minimum of two college-level semesters of Italian language studies. Students may also be required to have completed introductory, intermediate, and/or advanced

levels of fine art/art history prior to participating. Selection for the studio art and photography courses is based on a slide portfolio of the student's recent work. Qualified USD sophomores and juniors may apply.

All program students are assigned to an Italian host family based on information provided regarding preferences and special needs.

### PROGRAM IN MILAN, ITALY

The Institute for the International Education of Students (IES), in conjunction with USD, offers sophomores and juniors two programs for semester and full-year students in Milan, Italy: an intermediate Italian program and an advanced Italian program. The IES Milan Center is located near the Libera Università di Lingue e Comunicazione (IULM), which provides modern facilities and multimedia rooms. As the heart of modern Italy, Milan is a center for business and fashion industries and provides students with an outstanding opportunity to study Italian language and culture.

Students enrolled in the *intermediate* Italian program may attend courses at the Università Bocconi and will also select courses offered through the IES Center taught in English by Italian professors in art history, history, literature, music, theater, and political science. (All intermediate Italian program students enroll in a 9-unit block of language courses taught on an intensive basis during the first three weeks. The course then continues on a regular semester schedule.) Students with a minimum of two college semesters of Italian language and a minimum 3.0 GPA will be considered for the program.

The *advanced* Italian program is designed for students who have already completed four semesters of Italian language and have a minimum 3.0 GPA. Students in this program enroll in 4 units of Italian language and select from IES area studies courses taught in Italian by Italian university faculty, or may choose to take advantage of courses taught at several leading universities in Milan (IULM, Università Bocconi, Università Cattolica del Sacro Cuore, and Scuola Politecnica di Design). Areas of study include art history, cinema, design, history, literature, and political science.

USD students are housed in apartments with Italian roommates, some of whom are enrolled at the local university and others who are young professionals.

### PROGRAM IN NAGOYA, JAPAN

The Japan Program, offered through a partnership with the Institute for the International Education of Students (IES), enrolls American students directly at Nanzan University in the Center for Japanese Studies (CJS), which specializes in intensive Japanese language instruction as well as Japanese studies courses taught in English. Students with advanced language skills may take seminars taught in Japanese.

Nagoya, with a population of 2.5 million people, is strategically located in central Japan and offers easy access to historical sites in the Kansai and Kanto regions. Students are housed in Japanese homes or independent residence halls.

Students with a minimum GPA of 3.0 are eligible to apply to participate during their junior year, with the further condition that they must have completed two semesters of college-level Japanese language. Selection for the program is based on a written application and a review of transcripts.

### **PROGRAM IN MADRID, SPAIN**

A traditional and yet modern capital city, Madrid is the ideal location to learn about the diverse chapters of Spain's culture and history. Located in the heart of the city, the José Ortega y Gasset Foundation Research Center (FJOG) is surrounded by museums, theaters, restaurants, and parks.

Through USD's affiliation with the Foundation (FJOG), students who have completed a minimum of two semesters of college-level Spanish may study for one or two semesters in Madrid.

The FJOG curriculum offers a wide variety of courses, taught in both English and Spanish, in liberal arts and business. Because language acquisition is an integral part of the Program, participants are required to enroll in 6 units of Spanish language or literature. Several excursions throughout Spain are included as an essential part of this bona fide Spanish experience.

While participating in the Madrid Program, students are housed in host family homes according to their preferences and special needs. This arrangement enhances the cultural experience and allows students to practice their Spanish-speaking skills through daily interactions.

### **PROGRAM IN TOLEDO, SPAIN**

The University of San Diego, in cooperation with the José Ortega y Gasset Foundation Research Center for Iberian and Latin American Studies, offers a one-semester or full-year program in Toledo, Spain. The campus is housed in the San Juan de la Penitencia Residence, a fully renovated 16th-century convent located within walking distance from the center of Toledo. It is in the neighborhood of several major historic sites, including the home and museum of El Greco, and attracts students from Latin America as well as the U.S.

The academic program combines regular and research courses in Spanish language and literature, the humanities, and the social sciences, all taught in Spanish. (Emphasis is also placed on art history.) The program is open to sophomores or juniors who have completed four college-level semesters of Spanish language and have a minimum 2.75 cumulative GPA. This program includes excursions throughout Spain and gives students the option to live in the "Spanish-speaking only" residence halls or with a host family.

## **ENVIRONMENTAL FIELD STUDIES PROGRAM**

USD, in association with the School for Field Studies (SFS), offers semester programs for qualified students majoring in marine sciences, and related disciplines, at SFS field study sites worldwide.

Students may choose to study in the Caribbean, Australia, Baja California, or Costa Rica. Depending on the site that is chosen, students have the opportunity to analyze such challenging problems as preserving ecosystems, balancing economic development and conservation, or managing and maintaining wildlife, agricultural, and marine resources. Science, policy, and resource management course work is integrated with practical field experience and directed research in addressing the environmental issues pertinent to the locale chosen.

Students wishing to participate in the program must have attained sophomore or junior standing and have an overall grade point average of 2.75. One semester of college-level Spanish language study is required for the programs in Mexico and Costa Rica.

USD students will live in unique dormitory-style housing in remote areas, although integrated within the local communities, and are expected to abide by safety rules and regulations at all times. Students and staff alike will share site maintenance responsibilities throughout the semester.

## Ahlers Center Study Abroad Programs

### AHLERS CENTER FOR INTERNATIONAL BUSINESS

The John M. Ahlers Center for International Business was founded in 1994 with a generous endowment from the estate of John and Carolyn Ahlers to enhance international business education at the University of San Diego. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for managers to be developed with special skills and knowledge to handle the challenges and opportunities of an international marketplace. The Ahlers Center provides a number of programs to strengthen and acquire this needed expertise among the faculty, students, and the business community. This has resulted in faculty with international expertise offering a variety of international courses and perspectives, students interested and experienced in international business, and a strong network with international business leaders. These activities link faculty, students, and international business leaders to share ideas and develop knowledge to operate more effectively in a global business environment.

One activity of the Ahlers Center is the sponsorship and coordination of Study Abroad programs during Intercession and Summer Sessions. These programs offer upper-division business school classes. Currently there are programs in Hong Kong, Italy, France, and Argentina. The courses, taught in English by School of Business Administration faculty, integrate local guest speakers, company visits, and social/cultural activities into the curriculum. Scholarships are also available through the Ahlers Center to help fund these international experiences.

For information, contact the Coordinator for Study Abroad Programs at the Ahlers Center, Institute for Peace & Justice 134, call (619)260-4896, or log on to <http://www.sandiego.edu/IntlBus>.

# College of Arts and Sciences

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# The College of Arts and Sciences

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the core of the University of San Diego. The intellectual disciplines within Arts and Sciences assist students in developing a coherent, integrated, and rich world view. Students in the College spend their undergraduate years discovering themselves as individuals, probing the commonalities of our lives on this planet, and deepening their appreciation of the sacred. In all disciplines in the College, the meanings of life in all its forms and processes are explored. Likewise, each intellectual discipline in the College reflects a sense of community by involving students in a network of scholars. Many areas in Arts and Sciences immerse students in intensive study of the patterns of human, social, and cultural organization. In addition, all curricula in the College emphasize higher order cognition

and the centrality, precision, and integrity of written and oral communication.

The intellectual vitality of Arts and Sciences is manifested at three levels:

1. Exposure to the most current information on our complex social and physical worlds;
2. Cross-disciplinary integration of methods and perspectives; and,
3. Rigorous application through writing, research, oral communication, creative expression, and personal-career development.

Arts and Sciences faculty, then, are dedicated to a cooperative effort with students to construct knowledge from information, to shape wisdom from knowledge, and to secure competence that is united with conscience and a sense of values. Success will be evidenced in a renewed wonder at life, increased self-discipline, and a more refined sense of the potential of community.

## Administration

Nicholas M. Healy, Ph.D.  
Dean

James O. Gump, Ph.D.  
Associate Dean

Pauline Berryman, M.A.  
Assistant Dean

Alana K. Cordy-Collins, Ph.D.  
Director, Anthropology

David B. Smith, SMVisS.  
Chair, Department of Art

Lisa A. M. Baird, Ph.D.  
Chair, Department of Biology

Tammy J. Dwyer, Ph.D.  
Chair, Department of Chemistry and  
Biochemistry

David B. Sullivan, Ph.D.  
Chair, Department of Communication  
Studies

Eren Branch, Ph.D.  
Chair, Department of English

Susan Briziarelli, Ph.D.  
Chair, Department of Languages and  
Literatures

Alberto L. Pulido  
Director, Ethnic Studies Program

Molly McClain, Ph.D.  
Chair, Department of History

Noelle Norton, Ph.D.  
Director, Honors Program

Lynn C. McGrath, Ph.D./Kay Etheridge, Ph.D.  
Director, Liberal Studies Program

Michel Boudrias, Ph.D.  
Chair, Department of Marine and  
Environmental Studies

John H. Glick, Ph.D.  
Chair, Department of Mathematics and  
Computer Science

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Director, Music Program

Jack S. Crumley II, Ph.D.  
Chair, Department of Philosophy

Gregory D. Severn, Ph.D.  
Director, Physics Program

Delavan Dickson, Ph.D.  
Chair, Department of Political Science  
and International Relations

Kenneth D. Keith, Ph.D.  
Chair, Department of Psychology

Judith Liu, Ph.D.  
Chair, Department of Sociology

David Hay, Ph.D.  
Director, Theatre Arts Program

Lance Nelson, Ph.D.  
Chair, Department of Theology and  
Religious Studies

# Anthropology

Alana K. Cordy-Collins, Ph.D., Program Director

Jerome L. Hall, Ph.D.

Tori D. Heflin, M.A.

Angelo R. Orona, Ph.D.

Amadeo M. Rea, Ph.D.

## THE ANTHROPOLOGY MAJOR

Anthropology is the study of being human, culturally and biologically, currently and in the past. The objectives of USD's Anthropology program demonstrate this holism by focusing on the concept of culture and the fact of human biology. Analytical studies of human behavior contribute temporal and cross-cultural comparative perspectives to the larger body of scientific inquiry, thus grounding the student in fundamental concepts. As the holistic discipline of being human, anthropology has application for all fields of endeavor. Courses in anthropology are particularly suitable for students interested in international business, resource management, environmental concerns, teaching, educational administration, public service, and archaeology.

The major program in Anthropology will 1) prepare the interested undergraduate for graduate studies in anthropology and, 2) provide a sound background for all humanistically-related vocations.

Upon completion of 12 semester-units of Anthropology course work with a 3.0 or better GPA, students are eligible to join the Gamma Chapter of Lambda Alpha, the National Collegiate Honor Society for Anthropology.

Resources of the Anthropology program include the Anthropology Museum, the David W. May American Indian Collection and Gallery, Archaeological Field Schools, the Anthropology Laboratory, and the Research Associates.

### Preparation for the Major

ANTH 101, 102, and 103

### Major Requirements

27 units of upper-division course work chosen in consultation with the advisor, including ANTH 349W (satisfies Core Curriculum writing requirement) and one of the following four pathways:

#### Pathway 1: General Anthropology

1. One biological anthropology course selected from ANTH 310, 311, 312, 313, 314
2. One cultural anthropology course selected from ANTH 320, 321, 323, 327, 328
3. One archaeology course selected from ANTH 330, 332, 334, 335, 336, 339
4. Two methods courses: ANTH 460, 495
5. One topical course selected from ANTH 350, 352, 353, 354, 355, 370, 380, 463, 470
6. Two 3-unit anthropology elective courses

#### Pathway 2: Bioanthropology

The following 18 units of Bioanthropological course work and 6 units of Anthropology electives are required:

ANTH 310 – Human Evolution

ANTH 311 – Primatology

ANTH 312 – Paleopathology

ANTH 313 – Forensics

ANTH 314 – Bones: Human Osteology

ANTH 498 – Internship (San Diego Zoo's Primatology department, Museum of Man's Physical Anthropology department, Coroner's Office, Medical Examiner's Office, etc.)

Strongly recommended: A minor in Biology

#### Pathway 3: Nautical Anthropology

18 units arranged of Nautical Anthropological course work as follows, and 6 units of Anthropology electives.

The following 9 units are required:

ANTH 335 – Introduction to Nautical Archaeology

ANTH 360 – Nautical Anthropology of California

ANTH 498 – Internship (Maritime Museum. May be replaced by a summer field course in Nautical Archaeology)

9 additional units as specified by the program director.

Strongly recommended:

At least 12 units in Marine and Environmental Studies chosen from the following:

ENVI 215 – Introduction to Maps and Spatial Data Analysis

ENVI 315 – Geographic Information Systems

ENVI 420 – Introduction to Remote Sensing

MARS 120 – Introduction to Physical Oceanography

MARS 329/POLS 329 – Law of the Sea

MARS 452 – Physical and Chemical Oceanography

#### Pathway 4: American Indian Cultures

18 units of American Indian course work chosen from the following, and 6 units of Anthropology electives:

ANTH 320 – North American Indian Cultures

ANTH 321 – California and Great Basin Indian Cultures

ANTH 323 – Southwest Indian Cultures

ANTH 327 – South American Indian Cultures

ANTH 330 – Southwest Archaeology

ANTH 332 – Mesoamerican Archaeology

ANTH 334 – South American Archaeology

ANTH 353 – Plants and Animals in Southwestern Mythology

ANTH 354 – Origin Myths of the Southwest

ANTH 498\* – Internship (American Indian reservation, service organization [eg. American Indian Health], Barona Cultural Center and Museum, etc.)

\*Required

Strongly recommended:

ENGL 224 – American Indian Autobiography

ENGL 225 – Native American Literature

ETHN 494 – American Indian Experience

HIST 381 – American Indian History

THRS 320 – Native American Religious Traditions

## THE ANTHROPOLOGY MINOR

ANTH 101, 102, 103, and 9 upper-division units.

### Satisfaction of Core Curriculum Requirements

ANTH 101, 102, and 103 may be used to satisfy the Core Curriculum requirement in the social sciences (behavioral sciences) area.

### The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Anthropology. The specific requirements for the teaching credential differ from the general requirements for the Anthropology major. Students should consult the program director.

## INTRODUCTORY COURSES (ANTH)

### 101 Introduction to Biological Anthropology (3)

An investigation of the nature of humankind, including the history of evolutionary theory, the fossil record, dating techniques, primate evolution and behavior, and human heredity, variation, and adaptation. This course satisfies the Core Curriculum social sciences requirement. (Every semester)

### 102 Introduction to Cultural Anthropology (3)

An introduction to the nature of culture, techniques of fieldwork, linguistics, components of cultural systems such as subsistence patterns, socio-political organization, religion, worldview, diversity, change, and current problems. May be offered as a Diversity course. This course satisfies the Core Curriculum social sciences requirement. (Every semester)

### 103 Introduction to Archaeology (3)

A discussion of the techniques and concepts used by archaeologists for developing insights into the behavior of past societies; a survey of past societies as revealed by archaeological research. This course satisfies the Core Curriculum social sciences requirement. (Every semester)

## UPPER DIVISION COURSES (ANTH) BIOLOGICAL ANTHROPOLOGY COURSES

### 310 Human Evolution (3)

An examination of early developments and current knowledge about origins of modern humans and their relationships to the Neandertals. Examples from contemporary literature will be analyzed in light of recent scientific reconstructions. Prerequisite: ANTH 101 and 103, or consent of instructor.

### 311 Primatology (3)

An introduction to the study of non-human primates: prosimians, New World monkeys, Old World monkeys, and apes. The course focuses on primate behavior and how it relates to the study of human biocultural evolution. Of special concern are the relationships and adaptations of the primates to varied environments. The primate collection at the San Diego Zoo will be an integral part of the course. Various observational and data collecting techniques will be employed in zoo projects. Prerequisite: ANTH 101 or consent of instructor.

### 312 Paleopathology (3)

An introduction to the study of ancient human pathologies through the study of bones and mummies. The course will focus on how the human skeletal system adapts to trauma, disease organisms, and environmental conditions such as diet, climate, temperature, soil, and water. Basic skeletal anatomy and other osteological techniques such as age and sex determination will be an essential part of the course. Current problems in epidemiology will be examined in relation to diseases of the past. Prerequisite: ANTH 101 or consent of instructor.

### 313 Forensic Anthropology (3)

A survey of the techniques used by forensic anthropologists to assist in the identification of human skeletal remains. The course will focus on learning how to tell human from other animal bones, sex identification from the skeleton, age estimation from bone and teeth, stature estimation from measurements of limb bones, and occupational inferences from stress marks on bones. Prerequisite: ANTH 101 or consent of instructor.

### 314 Bones: Human Osteology (3)

The study of the human skeleton in two main areas: identification of recently-deceased individuals in a legal context, and historic or prehistoric remains as a contribution to human history. This hands-on course will include bone biology, development, growth, variation, and repair. Students will identify all parts of the skeletal system and dentition, and learn how to measure bones and identify non-metric features and stress markers. Prerequisite: ANTH 101 or consent of instructor.

## CULTURAL ANTHROPOLOGY COURSES

### 320D North American Indian Cultures (3)

A survey of prehistory, history, social organization, economy, worldview, and contemporary issues of American Indian and Inuit groups across North America (north of Mexico) from ethnohistorical and applied anthropology perspectives. Regional adaptations stemming from environmental and intercultural linkages are highlighted. Prerequisite: ANTH 102 or consent of instructor.

### 321D California and Great Basin Indian Cultures (3)

An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabrieliño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures, and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included. Prerequisite: ANTH 102 or consent of instructor.

### 323D Southwest Indian Cultures (3)

A survey of the ethnography of Native Americans in the Greater Southwest (the American Southwest and the Mexican Northwest). Emphasis is on the interplay of each culture with its ecological environment and surrounding cultures, particularly the historically dominant colonial European settlers. Prerequisite: ANTH 102 or consent of instructor.

### 327 South American Indian Cultures (3)

A survey of the aboriginal populations of South America; origins and development of culture types as revealed by archaeology, biological anthropology, colonial writings, and modern ethnographic studies. Prerequisite: ANTH 102 or consent of instructor.

### 328 Caribbean Cultures (3)

A survey of the environments, ethnohistory, cultures, and current concerns of the peoples of the Caribbean region, including the Greater and Lesser Antilles and the east coast of Central America. Prerequisite: ANTH 102 or consent of instructor.

## ARCHAEOLOGY COURSES

### 330D Southwestern Archaeology (3)

An examination of the development and changing face of human adaptation in the southwestern part of North America since the earliest human occupations. Views based on archaeological evidence are emphasized. The course highlights the diversity of environmental zones and shifting strategies of resource utilization seen in the region that date from prehistoric times to the end of the 19th century. Prerequisite: ANTH 103 or consent of instructor.

### 332 Mesoamerican Archaeology (3)

An introduction to the accomplishments of the ancient inhabitants of Mesoamerica (Mexico, Guatemala, Belize, Honduras, and El Salvador). The course focuses on the achievements of the Olmecs, Mayas, Toltecs, and others in the areas of art, ideology, writing, calendrics, mathematics, and politics. Prerequisite: ANTH 103 or consent of instructor.

### 334 South American Archaeology (3)

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is on the artistic, ideological, social, and economic aspects of the Cupisnique, Moche, Nasca, Inca, and other cultures. The development and evolution of prehispanic Andean society are examined from a processual viewpoint. Prerequisite: ANTH 103 or consent of instructor.

### 335 Nautical Archaeology (3)

An introduction to the practice of archaeology underwater. This course examines maritime-based civilizations and their impact on society. Emphasis is placed on the role of the ship in exploration, discovery, contact, empire, trade, and warfare. Prerequisite: ANTH 103 or consent of instructor.

### 336 Pre-Classical Seafaring (3)

A survey course that will examine the advent of seafaring through the iconographic and archaeological records, from the earliest of times up to the Classical Period in the Mediterranean. Prerequisite: ANTH 103 and 335, or consent of instructor.

### 339 Post-Medieval Seafaring and Empire (3)

A survey course that examines the advents of ship-building and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the 15th century and concluding with the American Civil War, students will utilize archaeological and historical sources to better understand colonization, water-borne commerce, and naval warfare. Prerequisite: ANTH 103 and 335, or consent of instructor.

### 360 Nautical Anthropology of California (3)

A survey course that examines the advent of seafaring in California, from the Paleolithic to Modern Ages. Students will utilize archaeological and historical sources to explore a variety of strategies for resource utilization, water-borne commerce, and the burgeoning naval defense industry, beginning with early coastal settlers and ending in the 21st century. Emphasis will be placed on San Diego's maritime history. Prerequisites: Two of the following: ANTH 102, 103, 335, or consent of instructor.

**362 Piracy in the New World (3)**

An examination of the sociology of seafaring communities through the historical record of piratical activity, the economic impact of piracy on contemporary societies, the archaeological evidence of pirate ventures, the sensationalism of pirate legend, and the cultural responses to the influences of the pirate phenomenon. Prerequisite: ANTH 103 and 335, or consent of instructor.

**METHODS COURSES****341 Museology (3)**

An introduction to museum work combining theory, critique, and practice. The course presents the history of museums, the development of curation and conservation practices, and focuses on the educational role of modern museums through exhibit design and installation. Field trips to local museums and galleries are requisite. Students will collectively produce an exhibit – select an exhibit theme, choose the objects to be shown, research the theme and the objects, write label copy, design the case layouts, and orchestrate the exhibit opening – utilizing the resources of USD's David W. May Collection. Prerequisite: ANTH 102, 103, or consent of instructor.

**343 The Ancient Dead: Bioarchaeology (3)**

An examination of how archaeologists and biological anthropologists excavate and analyze the remains of past societies. Students are introduced to the theories, methods, and techniques of fieldwork. Basic skeletal and artifact identification is taught through a hands-on approach examining actual osteological and artifactual materials, coupled with laboratory and archaeological field trips, classroom lectures, assigned readings, group discussions, and computer simulations. Prerequisite: ANTH 101, 103, or consent of instructor.

**349W Writing Anthropology (3)**

A practicum in anthropological writing including professional publication (books and journals), grant proposals (both for funds and fellowships), popular journals, museum exhibition catalogs, and electronic media. Students in this course will learn to communicate effectively in various formats following guidelines established by the American Anthropological Association, American Association of Museums, and funding agencies such as the National Science Foundation. Students will be able to present a paper or poster at USD's annual Undergraduate Student Research and Internship Conference. Prerequisite: ANTH 101, 102, or 103, or consent of instructor. (Every spring semester)

**TOPICAL COURSES****350 Film as Anthropology (3)**

A survey of various world cultures using the genre of cinema. The course will examine universal human themes such as emotions, power, gender, and worldview, and attempt to extract an insider's perspective from each film. The focus will be on how culture influences behavior. Prerequisite: ANTH 102 or consent of instructor.

**352 Ethnobiology (3)**

A survey of the major areas of current research such as folk taxonomies, traditional ecological knowledge (the relationship of plants and animals to hunter-gatherers and subsistence agriculturalists), folk medicine and ethnopharmacology, archaeobotany, and archaeozoology. Emphasis will be on the cognitive aspects, but methodologies will also be included. A field trip is required. Prerequisite: ANTH 102 or consent of instructor. A biology course is recommended.

**353D Plants and Animals in Southwestern Mythology (3)**

An exploration of the role specific plants and animals as metaphors play in the mythology (sacred texts) of various Southwest Indian cultures. Knowing the biology of the particular organism as well as the unique cultures that told the stories will open up the deeper, often elusive meanings of individual myths. Prerequisite: ANTH 102 or consent of instructor.

**354D Origin Myths of the Southwest (3)**

A survey of the mythology of four major groups of Native Americans from the Greater Southwest: Yumans, Pimans, Puebloans, and Athabascans or Apacheans. Origin myths from these groups include creation, emergence, dispersal, and flood stories as well as flute lore and dying-god stories. The course examines how myths function in the four groups, how they reflect the subsistence base, worldviews, and individual and community needs; it also looks at myth as an art form. Prerequisite: ANTH 102 or consent of instructor.

**355 Anthropology of Gender (3)**

A survey of a wide range of sex and gender constructs and implications for related aspects of culture and human evolution. Students learn to examine and critically analyze variations in human biology, prehistory, and social frameworks regarding sex and gender. Topics include the role of gender in economic organization, ritual, politics, development, culture change, and science and technology. Prerequisite: ANTH 102, 103, or consent of instructor.

### **364 Surf Culture and History (3)**

This course examines the historical and socio-cultural components of one of Southern California's fastest growing leisure activities. Successful participation in this sport and membership in its local subcultures are contingent upon specialized knowledge of geography, wave physics, weather patterns, ocean biota, board design, and the often complex yet subtle intricacies of regional customs. Emphasis is placed on surfing's Polynesian roots and their transmission – via the Hawaiian Islands – to Southern California, whence surf music, literature, art, and movies have become ambassadors for an international phenomenon. Prerequisite: ANTH 102 or consent of instructor.

### **370 Indigenous Religions (3)**

An examination of the elements, forms, and symbolism of religion among indigenous peoples; role of religion in society; and anthropological theories of belief systems. Prerequisite: ANTH 102 or consent of instructor.

### **380 Cultural Diversity (3)**

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; methodology of comparisons; and ethnographic materials. Prerequisite: ANTH 102 or consent of instructor.

## **SPECIAL TOPICS COURSES**

### **460 Ethnographic Field Methods (3)**

A fieldwork course that applies standard ethnographic methods of participant/observation and interviewing techniques, life history studies, demographic method, genealogical method, and etic-emic distinctions. No library work required. Student initiates individual field research projects using ethnographic techniques. Prerequisite: ANTH 102. (Every spring semester)

### **463 Antiquities: Who Owns the Past? (3)**

An anthropological investigation of ethical ownership of the past. The black market in antiquities is a multi-million dollar a year business despite the attempt of most countries to stake legal claim to such objects as national patrimony. This course examines the current chain of events in antiquities trafficking, from the peasant digging in the field to sales in the world's premier auction houses. It also examines the means by which most of the world's museums came by their antiquities collections and the controversy concerning their continued ownership (e.g. the British Museum's Greek marble statuary). Prerequisite: ANTH 349W or consent of instructor.

### **470 Shamans, Art, and Creativity (3)**

An investigation of the phenomenon of art in human society from earliest times to the present. The course considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Balinese of Indonesia, and the Tungus reindeer herders of Siberia. Prerequisite: ANTH 101, 102, 103, or consent of instructor.

### **480 Applied/Public Anthropology (3)**

A practicum in the acquisition and application of culturally-appropriate data, this course studies how anthropologists use their unique set of academic tools to deal with culture, power, and agency. Illustrative areas of activity include human service needs assessment, program planning and evaluation, environmental impact assessment, educational and public policy development and analysis, and heritage resource management. Through course work and related apprenticeships, students will gain a better understanding of how anthropological knowledge and skills can be employed in occupations other than academe. Current issues and strategies in popular participation and alternative development will form the core of the course. Prerequisite: ANTH 102 or consent of instructor.

### **494 Issues in Anthropology (3)**

Critical discussions with regard to major issues confronting the various sub-disciplines of anthropology. May be repeated for Anthropology elective credit if topic differs. Prerequisite: Consent of instructor.

### **495 Research Seminar (3)**

A capstone course wherein students develop a special topic that contributes new knowledge in the discipline. Research includes laboratory, field, or library investigation. Prerequisite: ANTH 349W or consent of instructor.

### **498 Internship (3)**

An apprenticeship to be undertaken within the San Diego anthropological community (that is, San Diego Museum of Man, the San Diego Archaeological Center, the Office of the San Diego County Archaeologist, CALTRANS, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Anthropology Program. Prerequisite: Consent of program director. (Every semester)

### **499 Independent Study (1-3)**

A project developed by the student in coordination with an instructor that investigates a field of interest to the student not normally covered by established Anthropology courses. Prerequisite: Consent of instructor and program director. (Every semester)

# Art

David B. Smith, SMVisS., Chair  
Sally E. Yard, Ph.D., Coordinator, Art History  
Can Bilsel, Ph.D.  
John Halaka, M.F.A.  
Duncan McCosker, M.F.A.  
Saba M. Oskoui, M.F.A.  
Michael Rich, M.F.A.

## THE MAJORS

Students may select a major in Art History or Visual Arts by completing the courses of study listed below. Alternatively, students may also elect to fulfill the requirements for a double major in both Art History and the Visual Arts.

## THE VISUAL ARTS MAJOR

A primary objective of the Visual Arts program is to guide the student, major and non-major alike, to a practical understanding of many of the languages and traditions of visual expression. The program encourages a holistic exploration of the arts, while simultaneously requiring Art majors to develop advanced skills in at least one of the following sub-disciplines: Art, Technology and Critical Studies (ATaCS); Drawing; New Media; Painting; Photography; Sculpture/3D Studio Art; and Visual Communications. Visual Arts majors who are considering graduate study are encouraged to complete a minor in Art History.

### Preparation for the Visual Arts Major

#### Lower-Division Requirements

Choose four of the following: ARTV 101, 103, 104, 108, 160, and two of the following: ARTH 133, 134, 135, 138, 330. (Students selecting an emphasis in ATaCS – Art, Technology and Critical Studies – are encouraged to take ARTV 104, 108, and 160, and should complete ARTH 134 or 135 or 138.)

Visual Arts students are strongly encouraged to complete the above six lower-division courses by the end of their sophomore year.

#### Upper-Division Requirements

- Complete 31 upper-division units (10 courses plus senior thesis)
- Select at least one area of specialization from the sub-disciplines, and take three upper-division courses in that area.
- Complete ARTH 334 – Art of the Twentieth Century in Europe and the Americas
- Participate in a Junior Review during the second semester of the junior year.
- Complete ARTV 478 – Senior Thesis Studio Seminar during the first semester of the senior year

- Complete ARTV 495 – Senior Thesis during the second semester of the senior year
- Students must take at least one upper-division course in their chosen area(s) of specialization during their senior year.
- Students selecting Drawing or Painting as an area or areas of specialization must take ARTV 302.

### Art, Technology and Critical Studies (ATaCS)

The intention of Art, Technology and Critical Studies is to integrate the making of art with the critical study of art. Students are prepared to be artists as both creative public intellectuals and cultural producers. The lower- and upper-division requirements are drawn from both Studio Art courses and Art History courses, with an emphasis on technology and its application to the making of art. Having completed the lower-division requirements outlined above, students with an emphasis in ATaCS should complete the following upper-division requirements:

- Required upper-division Visual Arts courses: ARTV 364, 382, 424
- Required upper-division Art History courses: ARTH 338, 345
- Complete one of the following: ARTV 308\* or ARTV 420
- Complete three courses from the following list with at least one of those courses coming from the Art History area:  
Visual Arts courses: ARTV 308\*, 320, 353, 361  
Art History courses: ARTH 354, 355, 356, 393
- Participate in a Junior Review during the second semester of the junior year.
- Complete ARTV 478 – Senior Thesis Seminar during the first semester of the senior year
- Complete ARTV 495 – Senior Thesis during the second semester of the senior year

\*ARTV 308 may only be taken once and will only fulfill requirements in one of the above designated areas in the ATaCS emphasis.

Please note that under certain circumstances substitution of classes will be allowed with advisor's approval.

#### Recommended Elective Courses:

*For students selecting a specialization in Drawing or Painting:*  
ARTH 333 – Modern Art: 1780-1920 (and other upper-division Art History courses)  
PHIL 480 – Philosophy of Art  
ENGL 376 – Creative Writing

For students selecting a specialization in Visual Communications:

COMM 300 – Human Communication Theory  
COMM 440 – Symbolic Processes

For students selecting a specialization in Photography:

ARTH 333 – Modern Art 1780-1920 (and other upper-division art history courses)  
ARTH 336 – History and Theory of Photography

## THE ART HISTORY MAJOR

Courses in art history examine art and visual culture in their contexts: probing the intertwining of form, content, and meaning; and investigating the theoretical lenses that have been enlisted to discern the import of art, architecture, and material culture.

Art History majors choose one of three subdisciplines:

1. Art History (general)
2. Art Administration
3. Public Art and Architectural Culture

In preparation for the major, students should complete two of the following courses: ARTH 133, 134, 135, 138. (Students considering the Public Art and Architectural Culture emphasis are encouraged to take ARTH 135.) As part of the Art History major, students should complete two Visual Arts courses.

### Art History (General)

28 upper-division units in Art History. ARTH 495 – Senior Thesis is required for graduation.

### Certificate in Art Administration

An Art History emphasis is allied with studies in business and administration, in preparation for positions in art-related businesses and institutions. Prerequisites are as in the major.

1. Art components: ARTH 334, 339, 340, 495, 498, and five other upper-division Art History courses.
2. Management components: Business minor, or the following courses: ACCT 201, ENGL 304W, COMM 103, ITMG 100, POLS 125 or 340, SOCI 110 or 345. ECON 101 is recommended.

### Public Art and Architectural Culture

This program encourages students to address contemporary social/cultural circumstances in the light of historically grounded sense of visual expression and material culture. Courses in the history and theory of art, architecture, and the city will be augmented by studies in other fields appropriate to each student's interests. Public Art and Architectural Culture is conceived for students who intend to move into fields such as architecture, landscape architecture, urban design, and historic preservation or public arts programs, and who will work toward creative strategies of intervention. Prerequisites are as in the major. Students should complete 28 upper-division units in Art History, including ARTH 495 – Senior Thesis. At least six of these courses should be selected from the following: ARTH 330, 331, 334, 338, 339, 342, 343, 345, 354, 355, 356, 382, 393.

### THE MINORS

1. The minor in Visual Arts requires four courses selected from the following: ARTV 101, 103, 104, 108, 160; two courses selected from ARTH 133, 134, 135, 138; and 12 upper-division Visual Arts units.
2. The minor in Art History consists of a total of 18 units in Art History including two courses selected from ARTH 133, 134, 135, and 138; 9 upper-division Art History units; and one additional upper- or lower-division Art History or Visual Arts course.

Art History majors and minors are encouraged to consider some of the following courses for fulfillment of Core Curriculum and elective requirements:

## RECOMMENDED PROGRAM OF STUDY VISUAL ARTS MAJORS

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) ARTV 101 (3) CC or Electives (9-10)	<b>SEMESTER I</b> ARTH 133 (3) ARTV 108 (3) ARTV 160 (3) CC or Electives (6)	<b>SEMESTER I</b> ARTV electives (9) CC or Electives (6-7)	<b>SEMESTER I</b> ARTV 478 (3) ARTV electives (6) Electives (6)
<b>SEMESTER II</b> ARTV 103 (3) ARTV 104 (3) CC or Electives (9-10)	<b>SEMESTER II</b> ARTH 134 (3) ARTV 302 (3) CC or Electives (9)	<b>SEMESTER II</b> ARTH 334 (3) ARTV electives (6) CC Electives (6) Junior Review	<b>SEMESTER II</b> Senior Thesis ARTV 495 (1) ARTV electives (9) Electives (6)

COMM 130 – Introduction to Media Studies  
 COMM 336 – Communication Criticism  
 COMM 440 – Symbolic Processes  
 HIST 300W – Historian’s Methods  
 PHIL 274 – Twentieth Century Continental Philosophy  
 PHIL 474 – Studies in Contemporary Continental  
 Philosophy  
 PHIL 480 – Philosophy of Art

### Architecture

The Architecture minor is designed for students who seek a deeper understanding of the built environment as a historical, social, and cultural object within the liberal arts curriculum. Courses in the history and theory of art, architecture, and urbanism, and studios in the visual arts and architecture enable students to develop critical and precise ways of thinking about architecture and the city, in addition to acquiring basic design skills. Students who intend to pursue graduate studies in the fields of architecture, urban design, landscape architecture, and historic preservation are strongly encouraged to enroll in the Architecture minor in combination with a major in the Visual Arts or Art History.

### Requirements for the Architecture Minor

#### *Foundations in Studio Art*

3 lower-division units from:

ARTV 104 – Foundations in Form, Space, and Time  
 ARTV 108 – Introduction to New Media in Art

#### *Foundations in the History and Theory of Architecture*

3 lower-division units:

ARTH 135 – Introduction to Modern Architecture

#### *Architectural Design*

3 upper-division units:

ARTV 315 – Architectural Design Studio

#### *Public Art, 3D, and New Media Studio*

3 upper division units from:

ARTV 308 – Advanced Computer in Art  
 ARTV 320 – Video Studio  
 ARTV 367 – 3D Metalworking Studio  
 ARTV 368 – 3D Concrete Studio  
 ARTV/H 382 – Public Art Studio Seminar

#### *History and Theory of Art, Architecture, and Urbanism*

6 upper division units from:

ARTH 330 – Special Topics in the History of Architecture and Design  
 ARTH 331 – Art in Public Spaces  
 ARTH 338 – City and Utopia: Introduction to the History of Urbanism  
 ARTH 342 – Contemporary Architecture

ARTH 343 Memory, Monument, Museum: Studies in Historic Preservation  
 ARTH 354 Art Since 1960

Students are encouraged to take some of the following courses as electives:

ARTH 334 – Art of the Twentieth Century in Europe and the Americas  
 ARTH 345 – The Avant-Garde and Mass Culture: Art and Politics  
 ARTH 355 – The City in Art and Film  
 ARTV 103 – Design Foundations  
 ENGR 101 – Introduction to Engineering  
 HIST 334 – European Art and Architecture in Context  
 HIST 390 – Art and Architecture in California  
 THEA 220 – Fundamentals of Theatrical Design  
 SOCI 115 – Introduction to Urban Communities  
 SOCI 363 – Urban Sociology  
 SOCI 400 – Urban Planning  
 SOCI 450 – Culture and the Metropolis

Total minimum units: 18 (6 lower-division units, 12 upper-division units)

## VISUAL ARTS COURSES (ARTV)

### 101 Fundamentals of Drawing (3)

Introduction to the fundamental elements and principles of drawing. Exploration of a variety of dry and wet media. Primary emphasis on developing the student’s perceptual capabilities and representational skills. (Every semester)

### 103 Design Foundations (3)

Study of two-dimensional design principles stressing the dynamics of line, shape, value, texture, color, spatial relationships, and composition. This course introduces students to the basics of visual communications. (Every semester)

### 104 Foundations in Form, Space, and Time (3)

A critical exploration of how we as artists relate to the material world, and how that world in turn influences the work we make. Students will investigate a variety of media and artistic practices through projects, readings, slide presentations, and discussions. The class will examine social, cultural, and environmental issues, and their impact on meaning and perception in art. (Every semester)

### 108 Introduction to New Media in Art (3)

In this course students are encouraged to explore the world of independent media by critically engaging in contemporary debates and creatively expressing themselves through various digitally based technologies. Topics have included: monument, collage, mapping, propaganda, and zines. This course is a prerequisite for ARTV 308.

### **160 Photography (3)**

An introductory lecture and laboratory course that stresses black and white camera technique and darkroom procedures. The course encourages the student to investigate photography as a medium of personal expression. Students must have access to a traditional film camera and purchase listed materials for the course as required. (Every semester)

### **300 Visual Communications (3)**

Study of design concepts, form analysis, and development of visual thinking for creative problem solving. Lectures, discussions, and class presentations explore historical, cultural, and contemporary issues and practices in visual communications. May be repeated for credit. Prerequisites: ARTV 103, 108. May be taken concurrently with ARTV 108. (Every semester)

### **302 Intermediate Drawing (3)**

The primary objective of this course is to investigate the intimate relationship between form and content in the creation of images. Drawing projects, lectures, and critiques will stress the organization of the pictorial field and the technical manipulation of the material as means for identifying and articulating the artist's intentions. Students will be guided through the process of developing visually compelling drawings that are technically and conceptually sophisticated. Required for Art majors selecting a specialization in Drawing or Painting. Prerequisite: ARTV 101. (Every spring semester)

### **304 Introduction to Printmaking/Book Arts (3)**

Basic techniques and expressive possibilities of intaglio and relief printmaking and their application to artists' books. Consideration of word/image relationships, image sequencing, and final presentation. May be repeated for credit. Prerequisites: ARTV 101, 302.

### **306 Special Topics in the Visual Arts (3)**

An in-depth investigation in a studio setting of selected topics in the Visual Arts. Issues of current and historical interests, methods, and techniques are addressed. May be repeated when topic changes. Consent of instructor or coordinator is required.

### **308 Web Art (3)**

We will be using the Web as a creative medium exploring various issues in telecommunications. Students will learn Web-based production skills. Projects have included Web interventions (flaming), databasing, experimental narrative, blogs, mash-ups, Web radio, and video games. Prerequisite: ARTV 108.

### **315 Architectural Design Studio (3)**

An introduction to the fundamentals of architectural design. Students acquire techniques of representation and design skills through a series of specific assignments of increasing complexity and scale. Design assignments, which vary each year, will focus on the intersections of physical, cultural, and social spaces, and will introduce students to the architect's responsibility towards society.

### **320 Video Studio (3)**

For nearly half a century video has been an important medium in the studio arts. Composed of screenings, lectures, demonstrations, and labs, this course will help students develop production based skills such as shooting/editing video and authoring DVDs for the purpose of art. Students will also be encouraged to examine important historical and theoretical issues as they relate to video and performance art today.

### **328 Fundamentals of Painting (3)**

Introduction to the fundamental principals, tools, and techniques necessary for successful expression through the language of painting. The primary emphasis throughout the semester will be on developing the student's technical proficiency with the medium of painting and enhancing eye/hand coordination. The majority of paintings will be developed from direct observation, with a few projects exploring the artist's subjective interests. May be repeated for credit when ARTV 429 is not offered. Prerequisite: ARTV 101. (Every semester)

### **344 Figure Drawing (3)**

A studio course emphasizing the structure and anatomy of the human figure. A variety of drawing techniques and media will be utilized to depict the live model. May be repeated for credit. Prerequisites: ARTV 101, 302.

### **350 Art Fundamentals (3)**

A study of the fundamentals of art as they relate to creative and mental growth. Emphasis is placed on the stages of development from preschool through junior high school. Hands-on experience with appropriate media and techniques, combined with motivational topics that help in establishing the creative atmosphere which stimulates growth of visual expression. Prerequisite: Consent of instructor. Intended for Liberal Studies majors or with permission of instructor.

### **353 Color Photography (3)**

An introduction to the aesthetic and technical considerations of color photography. The course covers basic camera operation, techniques for exposing and processing strategies for color positive film, and the development of critical issues of color photography. The class includes an introduction to digital imaging, including image scanning

and storage strategies, image manipulation, color correction, and digital photographic printing. All prints will be made digitally in the computer lab.

### **354 Photo Strategies (3)**

In this course photographs are made in an attempt to discover one's unique voice by building upon the foundation laid by exemplary photographers. The study of artists selected by the student is encouraged through assigned readings, discussions, lectures, and writing assignments. Photographs are made in color and black and white, with both digital and traditional media. Students must have access to a traditional film camera and purchase listed materials for the course as required.

### **361 Advanced Photography (3)**

Advanced lecture and laboratory course that continues to develop technical skills and encourage the growth of a personal aesthetic in photography. Advanced topics include the 4 x 5 camera, non-silver printing, color digital printing, and special topics of student interest. Students must have access to a traditional film camera and purchase listed materials for the course as required. May be repeated for credit. Prerequisite: ARTV 160.

### **362 Portraits in Photography (3)**

This course engages the student in making portraits in color and black and white photographic media. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. A camera is required. Materials not included. (Every fall semester)

### **364 Introduction to Sculpture: Form, Content, Context (3)**

A preliminary exploration of media and methods that will form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of expression through projects, readings, slide presentations, and discussions. Prerequisite: ARTV 104.

### **365 3D Woodworking Studio (3)**

A studio course at the intermediate or advanced level focused on the exploration of wood as a sculptural medium. Students will investigate traditional and contemporary approaches to woodworking through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: ARTV 104.

### **366 3D Ceramics Studio (3)**

A studio course at the intermediate or advanced level focused on the exploration of ceramics as a sculptural medium. Students will be introduced to basic hand building techniques and glaze theory related to sculptural form. Slide lectures, readings, and class discussions will supple-

ment studio work. May be repeated for credit. Prerequisite: ARTV 104.

### **367 3D Metalworking Studio (3)**

A studio course at the intermediate level focused on the exploration of metal as a sculptural medium. Students will investigate traditional and contemporary approaches to materials through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: ARTV 104.

### **368 3D Concrete Studio (3)**

A studio course at the intermediate or advanced level focused on the exploration of concrete as a sculptural medium. Students will investigate traditional and contemporary approaches to this material through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: ARTV 104.

### **382 Public Art Studio Seminar (3)**

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art, and more recent interventionist strategies.

### **401 Advanced Visual Communications (3)**

Advanced problem solving, further analysis of form and meaning, and continued exploration of the historical and cultural issues in contemporary visual communications. Projects emphasize creative thinking and require the students to place greater emphasis on research, exploration, and preparation of work for final presentation. May be repeated for credit. Prerequisites: ARTV 103, 108, 300.

### **403 Advanced Drawing Seminar (3)**

This course is designed to challenge students who have already demonstrated an intermediate level of proficiency in drawing. Lectures, reading discussions, and drawing projects will unfold throughout the semester around a single unified topic, resulting in a cohesive portfolio for the student. The course's central topic will change every semester, enabling students to repeat the course without repeating its content. The following is a partial list of the topics that will be explored: Representation, Identity, and the Narrative Portrait; Informed By Nature: The Landscape from the Panoramic to the Microscopic; The Expressionist Voice; Techniques of the Old Masters; Drawing the Artists' Book. May be repeated for credit. Prerequisites: ARTV 101, 302. (Every fall semester)

### **420 Digital Audio Composition (3)**

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as MUSC 420. Prerequisite: ARTH 109/MUSC 109 recommended, but not required. Prior musical experience not required.

### **424 Art and the Soundscape (3)**

We explore the soundscape – the sounds around us – through focused listening, experimentation, and journal writing. These investigations provide the foundation for artistic work in a variety of media involving the experience and transformation of the sonic environment and its social and political implications. Research and creative work are required in media of the students' choice. Cross-listed as MUSC 424. Prerequisite: ARTH 109/MUSC 109.

### **429 Intermediate/Advanced Painting (3)**

A multi-level course designed to refine the technical skills of intermediate and advanced students, while developing their individual concerns through a cohesive series of paintings. Assignments, presentations, and readings will challenge the student to consider a variety of thematic and stylistic approaches to the art of painting. May be repeated for credit. Prerequisite: ARTV 328.

### **478 Senior Thesis Seminar (3)**

A studio-seminar course designed for Visual Art majors in their senior year to help prepare them for ARTV 495 – Senior Thesis. Students will develop a mature body of work in their selected discipline(s) and formulate critical positions on their work through readings, lectures, and cross-disciplinary discussions pertaining to a range of creative practices. Required for all Visual Art majors in their senior year. (Fall semester)

### **495 Senior Thesis (1)**

Visual Arts: This course requires the Art major with a Visual Arts emphasis to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the development of, and influences on, his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. *Senior Thesis should be taken in the final semester of the senior year.* (Every semester)

### **498 Studio Internship (1-3)**

The practice of the specialized skills, tools, basic materials, and production techniques at local professional art and design studios under the direct supervision of their senior staff. Students will present a written report to the faculty. Prerequisite: Consent of instructor prior to registration. (Every semester)

### **499 Independent Study (1-3)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established Visual Arts courses. Prerequisite: Consent of instructor.

## **ART HISTORY COURSES (ARTH)**

### **109 Introduction to Sound Art (3)**

A survey of the natural, cultural, historical, and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology, philosophy of music, musical instrument technology, scientific and mathematical application of sound, radical challenges to musical traditions in the 20th century, including electronic, experimental and improvised musics, installations and sound sculpture, technologies of sound reproduction, copyright and technological change, sampling, and DJ culture. Cross-listed as MUSC 109.

### **133 Introduction to Art History I (3)**

A critical survey of Western Art History from prehistory through the Middle Ages.

### **134 Introduction to Art History II (3)**

A critical survey of Western Art History from the Renaissance to the present.

### **135 Introduction to Modern Architecture (3)**

A survey of the intellectual origins, artistic concerns, and utopian programs of the Modern Movement in architecture. Focusing on the years between 1870 and 1950, we will investigate a number of issues including the relation of architecture to modernism in art (especially painting and sculpture), and the common responses of artists and architects to the industrialization and mechanization of Western society. The last section of the course will focus on postwar American architecture, the International Style, and on the dissemination and transformation of modernist art in the developing world outside Europe and the United States.

### **138 Art and Visual Culture (3)**

This introductory seminar is designed to introduce students to the questions and debates that propel art history and the methodologies that have shaped its unfolding shifts in strategy. While topics will vary from year to year, the central

focus of the course will be constant: to equip students to look purposefully, critically, and contextually at images, mindful of the ways that meaning is produced and perceived.

### **330 Special Topics in the History of Architecture and Design (3)**

A focused investigation of select issues in architectural and design history. Topics vary.

### **331 Art in Public Spaces (3)**

A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

### **333 Modern Art: 1780-1920 (3)**

This course will examine the emergence of modern art in Western Europe during the years of radical transformation bracketed by the French Revolution and the First World War: from Jacques-Louis David's images of Revolution and Empire, and Goya's dissonant revelations of human irrationality, to the fragmentation of Cubism, irony of Dada, and subjectivity of Surrealism.

### **334 Art of the Twentieth Century in Europe and the Americas (3)**

From World War I to the close of the Cold War, from the advent of the movies to the electronic promiscuities of the World Wide Web, the unities of the modern world have dissolved into the multiplicities of postmodernity. The ways that art has intersected with the momentous shifts in life will be considered. In the utopian dreams of Constructivism, philosophical reveries of Cubism, subversions of Dada, and introversions of Surrealism and Expressionism, and in the low-brow allusion of Pop Art, unboundedness of Performance Art, and media-mimicking interventions of the 1990s, artists have probed the meaning of human experience and action in the 20th century.

### **336 History and Theory of Photography (3)**

This course surveys the history of photography from its origins in the early 19th century to the present. Students will explore historical debates about photography's status as a fine art, as well as current issues in photographic theory.

### **338 City and Utopia: Introduction to History of Urbanism (3)**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. In Part I, we will investigate how new social ideas resulted in the birth of architectural/urban typologies in the 18th century such as the colony, the clinic, the prison, and the panorama. In Part II, we will study how the projects of social reform and political control shaped the

grand urban projects and the "master plans" of the 19th and 20th century. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form.

### **339 Museum Studies (3)**

An examination of the history, structure, philosophy, and roles of museums, alternative spaces, and public art programs. The class will meet with a number of area museum professionals.

### **340 Curatorial Practice (3)**

An introduction to the practical skills, ethics, and history of museum curatorship. Students gain direct experience working with objects and exhibition planning in Founders Gallery. May be repeated for credit.

### **341 Exhibition Design (3)**

A practical course in the design and management of professional galleries, museum, and exhibition areas. Students will deal with all aspects of presentation in Founders Gallery, and will make use of local museum opportunities.

### **342 Contemporary Architecture (3)**

This course aims at a synoptic view of architectural theory in the 1970s and 1980s in order to offer an understanding of the present predicament of architecture and the city. We will discuss the "postmodern condition" as a global socioeconomic phenomenon and how a select group of architects and thinkers responded to this condition in the recent past.

### **343 Memory, Monument, Museum: Studies in Historic Preservation (3)**

This class introduces students to the contemporary debates and practices in art, museology, and historic preservation by focusing on the changing definitions of the monument, the souvenir, collecting, collective memory, and the museum.

### **345 The Avant-Garde and Mass Culture: Art and Politics (3)**

This course will examine the intersections between mass culture and the artistic movements in the first decades of the 20th century which came to be known as the "historical avant-garde." Class discussions will focus on the question of aesthetic autonomy versus the social/political engagement of art. We will investigate the way the technologies of modern communication and mass media which made art available to a larger public at the beginning of the century – photographic reproduction, cinema, and, more recently, television – have transformed the production and reception of art.

### **354 Art Since 1960 (3)**

This course examines art of the past four decades in the United States, Europe and Asia. Moving from Pop, Conceptual, and Performance Art of the 1960s to installation, public intervention, and Internet art of the 1990s, the class will consider the ways that artistic strategies forge meaning within the frame of historical circumstance.

### **355 The City in Art and Film (3)**

This course will examine representations of the city in 20th- and 21st-century art and film. From the science fiction presentiments of Metropolis, Alphaville, and Blade Runner, to the suburban dystopia of American Beauty, the rhapsodic romanticism of Manhattan, and the engulfing megalopolis of Salaam Bombay, the city has figured as a powerful force and subject within film. So, too, artists have tackled the city not only as subject matter but as an arena in which to act. From the frenetic manifestations of the Futurists to the pointed interventions of Krzysztof Wodiczko, Jenny Holzer, and Robert Irwin, artists have moved into the real space of the world.

### **356 Race, Ethnicity, Art, and Film (3)**

This course examines representations of race and ethnicity in art and film. Focusing on work of the 20th and 21st century in the United States, students will consider the ways that theoretical perspectives and lived experience are articulated in art and film.

### **382 Public Art Studio Seminar (3)**

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art, and more recent interventionist strategies.

### **393 Critical Methods in the Analysis of Visual Culture (3)**

An advanced seminar exploring current art historical debates, with special emphasis on the impact of critical theories (e.g. feminism, psychoanalysis, marxism, deconstruction) on the practices of creating, looking at, and writing about works of art. Topics vary. May be repeated for credit.

### **394 Seminar (3)**

Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist:

Biography and Art History; The American Home, 1850-1950; Art and Film; Race and Ethnicity in Art; Image World/Written Word: Art History, Theory, and Criticism. Prerequisites: Any two Art History courses and consent of the instructor. May be repeated for credit. Art History majors are encouraged to take ARTH 394 concurrent with ARTH 495 during their senior year.

### **495 Senior Thesis (1)**

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Students are encouraged to take ARTH 394 concurrent with ARTH 495. (Every semester)

### **498 Museum Internship (3)**

Working firsthand with curators, exhibition designers, and registrars, in education programs, and in outreach and development offices at area museums, students gather crucial practical experience in the field. Prerequisites: ARTH 133, 134, at least one upper-division Art History course, and consent of the instructor. (Every semester)

### **499 Independent Study (1-3)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established Art History courses. Prerequisite: Consent of instructor and coordinator.

## Asian Studies

Yi Sun, Ph.D., Coordinator

### THE ASIAN STUDIES MINOR

The Asian Studies Minor is an interdisciplinary academic program that provides students an opportunity to supplement their major with a structured and directed program of study in Asian histories, religions, cultures, politics, and societies. It is designed to help students develop a nuanced and sophisticated understanding of Asian countries and their peoples, and to enhance the students' awareness of themselves and their role in an increasingly globalized world.

#### Requirements

Option I:

Four semesters in an Asian language and 9 units from the upper-division Asian studies courses from a minimum of two disciplines (listed below).

Option II:

18 units, including 6 lower-division units from HIST 130 – Introduction to East Asia, PHIL 175 – Asian Philosophy, and THRS 112 – Introduction to World Religions, and 12 upper-division units from a minimum of two academic disciplines:

ECON 337 – Economic Development of Asia  
ENGL 364 – Postcolonial Studies  
ENGL 494 – Special Topics: Sanskrit  
HIST 364 – Topics in Asian History  
(including: Women in East Asia; Contemporary China)  
HIST 365 – History of China  
HIST 366 – History of Japan  
HIST 372 – U.S.-East Asia Relations  
MUSC 440 – Topics in World Music  
PHIL 476 – Studies in Asian Philosophy  
POLS 358 – Politics in South Asia  
POLS 367 – Politics in Japan  
POLS 368 – Politics in China  
SOC 351 – China in the 21st Century  
THRS 312 – Hindu Faith and Practice  
THRS 314 – Buddhist Faith and Practice  
THRS 315 – Islamic Faith and Practice

## Biology

Lisa A. M. Baird, Ph.D., Chair

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Marjorie Patrick, Ph.D.

Gregory K. Pregill, Ph.D.

Marie A. Simovich, Ph.D.

Curt W. Spanis, Ph.D.

### THE BIOLOGY MAJOR

The Department of Biology offers a program that allows the student to obtain a thorough preparation for graduate or professional school, to meet state requirements for a teaching credential in the life sciences, to acquire the laboratory training necessary for entry into advanced programs in biotechnology, or to supplement other major studies with a broad background in biology. A strong emphasis is placed on laboratory and field experience, not only to acquaint the

student with the working methods of science, but to foster proficiency in a number of basic experimental techniques as well. All students are encouraged to complement their formal course work with research under faculty supervision (see Undergraduate Research, page 87). An internship experience is also offered to upper-division Biology majors so that they may participate in the application of biological knowledge to problems in the off-campus world.

The following high school preparation is strongly recommended for students planning a major in Biology at USD: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics, and biology. Three years of study in a modern foreign language is also recommended.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable to their high school background and to their future goals. The high faculty-to-student ratio allows each student to receive individualized assistance in course selection and career planning. The structure of the Biology major allows each student to focus his or her studies in one or more areas of interest. For those students preparing for careers in the health sciences, a special University committee is available to advise and assist them in their applications to professional school.

### Preparation for the Major

BIOL 190, 221, 221L, 225, 225L; CHEM 151, 151L, 152, 152L; PHYS 136, 137 or equivalent; introductory college calculus; and a minimum of 4 units of Organic Chemistry with laboratory.

### The Major

A minimum of 28 upper-division units in Biology is required. These must include BIOL 300, 495, and one course with laboratory from each of Areas A, B, and C. These areas will give the student an exposure to the breadth of the field of biology from the level of the cell to that of the ecosystem. The remaining 12 units must include two additional courses with laboratory. Students may choose electives according to their interests from those courses for which the prerequisites have been satisfied. At least 16 of the upper-division units for the major must be completed at USD.

### Area A

BIOL 376 – Animal Development (4)  
BIOL 472 – Plant Physiology (4)  
BIOL 477, 477L – Invertebrate Physiology (4)  
BIOL 478, 478L – Vertebrate Physiology (4)  
BIOL 480, 480L – Cell Physiology (4)

### Area B

BIOL 320 – Evolution of Vertebrate Structure (4)  
BIOL 325 – Developmental Plant Anatomy (4)  
BIOL 344 – Plant Systematics (4)  
BIOL 348 – Insect Biology (4)  
BIOL 350 – Invertebrate Zoology (4)

### Area C

BIOL 351 – Biological Oceanography (4)  
BIOL 364 – Conservation Biology (4)  
BIOL 416 – Population Biology (4)  
BIOL 460 – Ecology (4)

### THE MINOR

Minimum requirements for the minor are BIOL 190, 221, 221L, 225, 225L, 300 or equivalent, and at least 4 units of upper-division biology, for a total of at least 18 units. For the Biology minor, total credit for BIOL 496, BIOL 497, and BIOL 498 is limited to 3 units. Courses for the minor should be selected with the aid of a Biology faculty advisor. At least 4 units of upper-division biology must be taken at USD.

### The Life Science Teaching Credential

The California Life Science Teaching Credential requires a major in Biology. Students seeking this credential should consult a Biology faculty advisor.

### SPECIAL PROGRAMS OF STUDY

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the Biology curriculum. Specific programs of study other than those listed below can be designed with the aid of an advisor from the Biology faculty. Students interested in biotechnology, environmental biology, or medical technology should consult with their advisor regarding appropriate course selection.

### Marine Biology

In addition to the general program, BIOL 301, 346, 350, and 351 are recommended. A minor in Marine Science is recommended for those students interested in field applications. The University of San Diego also offers a major in Marine Science (see Marine Science section).

## RECOMMENDED PROGRAM OF STUDY

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) BIOL 190 (3) CHEM 151/151L or MATH (3-4) CC or Electives (3-6)	<b>SEMESTER I</b> BIOL 221 or 225 (3) BIOL 221L or 225L (1) CHEM 151/151L or 301/301L (4) PHYS or CC (3-4) CC or Electives (3-6)	<b>SEMESTER I</b> BIOL (4-8) CHEM 301/301L or CC (3-4) PHYS or CC (3-4) CC or Electives (3-6)	<b>SEMESTER I</b> BIOL 495 (1) or BIOL (4-8) CC or Electives (3-12)
<b>SEMESTER II</b> BIOL 221 or 225 (3) BIOL 221L or 225L (1) CHEM 152/152L or CC (3-4) MATH (3-4) CC or Electives (3-6)	<b>SEMESTER II</b> BIOL 300 (3) CHEM 152/152L or CC (3-4) PHYS or CC (3-4) CC or Electives (6-9)	<b>SEMESTER II</b> BIOL (4-8) PHYS or CC (3-4) CC or Electives (3-13)	<b>SEMESTER II</b> BIOL 495 (1) or BIOL (4-8) CC or Electives (3-12)

**Pre-Medicine and Pre-Dentistry**

The program for either Pre-Medicine or Pre-Dentistry is similar to the Biology major general program with certain of the options being specified or recommended.

*First year*

CHEM 151, 151L, 152, 152L, and at least introductory calculus.

*Second year*

One year of Organic Chemistry with laboratory.

*Third year*

Either BIOL 478, 480, or 482 is recommended in preparation for the Medical College Admissions Test (MCAT).

*Fourth year*

Completion of the Biology major.

**Pre-Veterinary Medicine**

In addition to the program for Pre-Medical/Pre-Dentistry students, BIOL 320, 335, 342, and one semester of biochemistry are recommended.

It is the responsibility of all pre-professional students seeking recommendation to professional schools to contact the Chair of the Health Sciences Student Evaluation Committee (whose name can be obtained from the Biology department chair) no later than the fall semester of their junior year.

The pre-professional programs for pharmacy, optometry, physiotherapy, and nursing are designed around the general program. No recommended program of study is suggested because of the variability of requirements among professional schools. Students should set up their schedules to include those courses specifically recommended by the professional schools to which they plan to apply.

**Undergraduate Research**

Exposure to the research process can be a valuable component of the undergraduate experience. All Biology students are invited to participate in the research programs of our faculty members. Alternatively, a student may wish to design a project of his/her own with faculty supervision. Students interested in graduate school will find the research experience an instructive preview of what lies ahead, and students applying to professional schools will find it a significant asset. USD students often publish their findings or present them at scientific meetings, including the annual USD Student Research and Internship Conference.

**COURSES FOR NON-MAJORS (BIOL)**

BIOL 101, 102, 103, 104, 105, 108, 110, 115, and 122, 123 will satisfy the Core Curriculum requirement. BIOL 101, 102, 104 and 115 may be offered without a laboratory, in which case there will be three hours of lecture weekly. None of these courses will satisfy requirements for the major or minor in Biology.

**101 Survey of Biology (3)**

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. Two hours of lecture and one laboratory weekly.

**102 Ecology and Environmental Biology (3)**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, one of which will be an overnight trip to the desert. Two hours of lecture and one laboratory weekly. Cross-listed as ENVI 102.

**103 Plants and Peoples (3)**

A one-semester course about humans and their knowledge, uses, and abuses of plants. The biology of plants, selected protists, and fungi are considered from a scientific viewpoint; included are ecology, anatomy, morphology, physiology, taxonomy, and biotechnology. These organisms are also considered with regard to resource utilization and agriculture: the uses and abuses of plants for fibers; foods; beverages; medicinals and other ends occupy the majority of the course. Three hours of lecture weekly.

**104 Topics in Human Biology (3)**

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. Two hours of lecture and one laboratory weekly.

**105 Human Physiology and Neurobiology (3)**

A non-majors course designed for students interested in the human body, its composition, and function. The course will examine basic human physiology with special attention given to the brain and its function. Three hours of lecture weekly. Prerequisites: High school chemistry, anatomy, and physiology are strongly recommended

**108 Biology of Birds (3)**

This integrated lab and lecture course covers a wide variety of subjects related to birds. The lecture addresses their evolution and ecology, their anatomy and physiology, and their behavior, especially during reproduction. The laboratory portion of the course illustrates the unique anatomy of birds and explains how they are classified, but most of the laboratories comprise a series of field trips to different local habitats to identify the large variety of avian species in San Diego. One field trip may be overnight to the desert. Two hours of lecture and one hour of laboratory weekly.

### **110 Life Science for Educators (3)**

A one-semester course in the general concepts of biology tailored for the Liberal Studies major. The course is designed to meet the subject matter requirement in Life Science for the Multiple Subject Teaching Credential. Topics covered include an overview of the scientific method, biochemical molecules, cell structure and function, anatomy and physiology of animals and plants, genetics, evolution, and ecology. Field trips and laboratory assignments will provide experience with selected biological principles and practices. Prerequisite: CHEM 105. Students majoring in Liberal Studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly.

### **115 Physiology of Exercise (4)**

A study of human physiology and how the body accommodates physical exercise. Training procedures, health, and importance of nutrition and ergogenic aids are emphasized. Three hours of lecture and one laboratory weekly. Prerequisites: High school biology and chemistry are strongly recommended. (Every semester)

### **122, 123 Introductory Anatomy and Physiology I and II (4, 4)**

An introductory course in human body structure and function. Intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy requirements for a major or minor in Biology. Lecture and laboratory. (Summer)

## **COURSES FOR BIOLOGY MAJORS (BIOL)**

### **190 Introduction to Genetics, Ecology, and Evolution (3)**

This one semester foundation course for Biology majors provides an introduction to the mechanisms of inheritance, evolution, and ecology. Three hours of lecture weekly. No prerequisite. (Every semester)

### **221 Biology of Organisms (3)**

This one semester foundation course for Biology majors provides an introduction to the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Three hours of lecture weekly. Concurrent registration in BIOL 221L is strongly recommended. (Every semester)

### **221L Biology of Organisms Laboratory (1)**

A laboratory course to complement the lecture material presented in BIOL 221. Prerequisite: Concurrent registration in BIOL 221 or consent of the instructor. (Every semester)

### **225 Introduction to Cell Processes (3)**

This one semester foundation course for Biology majors provides an introduction to the concepts of struc-

ture and function in biological systems at the molecular and cellular level. The topics of cell structure and function, biological macromolecules, respiration, photosynthesis, molecular biology, and selected areas of physiology are covered with emphasis on regulatory mechanisms. Three hours of lecture weekly. Prerequisites: Concurrent registration in BIOL 225L; General Chemistry. (Every semester)

### **225L Introduction to Cell Processes Laboratory (1)**

A laboratory course to complement the lecture material presented in BIOL 225. Prerequisite: Concurrent registration in BIOL 225, or consent of instructor. (Every semester)

### **300 Genetics (3)**

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three hours of lecture weekly. Prerequisites: BIOL 190, 225, and 225L; Completion of BIOL 221 and 221L is strongly recommended; Completion of, or concurrent registration in, General Chemistry. (Every semester)

### **300L Genetics Laboratory (1)**

This laboratory course examines classical and current experimental techniques and analyses used in genetics. One laboratory weekly. Prerequisite: Completion of, or concurrent registration in, BIOL 300. (Every semester)

**All courses numbered 301 and above have BIOL 190, 221, 221L, 225, 225L, and 300 as prerequisites, or consent of instructor. Other prerequisites are as specified.**

### **301 Biostatistics (3)**

An introduction to data analysis and statistical testing. This course will prepare students for their upper-division courses and independent research by teaching them the basics of hypothesis testing and the most common statistical tests used in biology. It will also cover basic experimental design, teach students how to use computer software for simple tests, and introduce students to modern nonparametric tests. Three hours weekly. (Fall semester)

### **310 Evolution (3)**

A study of the current concepts of evolution. The nature of species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three hours of lecture per week.

### **312 Molecular Methods in Evolutionary Biology (4)**

An introduction to the different types of molecular data employed in evolutionary biology and the techniques used to retrieve these data. The application of molecular data in evolutionary biological research is discussed. Topics include: molecular evolution, microevolution, conservation genetics,

genetic engineering, crop evolution, forensics, paleontology, and phylogenetics. Two hours of lecture and two laboratory meetings weekly. Prerequisite: BIOL 300L. (Fall semester)

### **318 Principles of Biogeography (3)**

Why do plants and animals occur where they do? Some of the answers to that question are ecological and come from examining the relationships between organisms and their environment. Other explanations derive from studying the history of life on earth. This course concerns those patterns and processes that have shaped the distributions of organisms in time and space. By employing concepts and information from paleogeography, phylogeny, and ecology, the course will explore the approaches for recovering the biogeographic history of organisms.

### **320 Evolution of Vertebrate Structure (4)**

The evolution of vertebrates is one of the most compelling stories in comparative biology. For millions of years vertebrates have flourished in the seas and on land by employing a variety of morphological specializations for feedings, locomotion, and reproduction. Yet, all vertebrates retain similarities in their design regardless of how structural components function in different lineages and environments. This course examines the shared and transformed anatomical attributes among vertebrates in the context of function and phylogenetic history. We pursue that objective by integrating lecture discussions with laboratory observations and directions. Two hours of lecture and two laboratories weekly. (Fall semester)

### **325 Developmental Plant Anatomy (4)**

An introduction to the structure and development of vascular plants. Emphasis will be placed on patterns of cellular differentiation within plant organs and current experimental evidence of how internal and external signals modify these patterns. In the laboratory, living organisms and prepared slides will be studied, and modern methods used to study plant morphogenesis will be introduced. Three hours of lecture and one laboratory weekly. (Spring semester)

### **330 Histology (4)**

An intensive study of the basic types of tissues and organs at the microscopic level. Structure and associated function are emphasized. The laboratory concentrates on the light microscopic study of tissues and offers students the opportunity to perform basic histological techniques. Three hours of lecture and one laboratory weekly. (Spring semester)

### **335 Embryology (4)**

A study of the fundamental concepts of development, gametogenesis, fertilization, morphogenesis, and organogenesis in vertebrate embryos. Emphasis is placed on maintaining an overall view of the developmental processes as they relate to and further progress toward adult structure and

function. Specimens studied in lab include whole mounts, serially-sectioned embryos, and live embryos. Three hours of lecture and one laboratory weekly. (Spring semester)

### **342 Microbiology (4)**

An introduction to bacteria, viruses, yeasts, molds, protozo, and microalgae. The microbes pathogenic to man are emphasized. Principles of immunology, chemotherapy, and industrial, agricultural, and marine microbiology are presented. The laboratory stresses procedures in culturing and handling microorganisms. Two hours of lecture and two laboratories weekly. Prerequisite: One year of General Chemistry. (Fall semester)

### **344 Plant Systematics (4)**

An introduction to the plant communities of California. The predominant flowering plant families will be stressed in lecture. Field identification of plants will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. (Spring semester)

### **346 Vertebrate Natural History (4)**

A course in the biology of vertebrates. Although vertebrate structure, function, and development are studied, emphasis is on the behavior, evolution, and interaction of the vertebrate organism as a whole, or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. (Spring semester)

### **348 Insect Biology (4)**

An introduction to the biology of insects, including their identification, evolution, structure, function, physiology, ecology, behavior, and conservation. The course includes compilation of an extensive insect collection and an overnight field trip to the desert. Three hours of lecture and one laboratory weekly. (Spring semester)

### **350 Invertebrate Zoology (4)**

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly. (Spring semester)

### **361 Ecological Communities of San Diego County (2)**

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.

### **364 Conservation Biology (4)**

Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laborato-

ry includes discussions of classic and current literature, student presentations, computer simulations of biological phenomena, analysis of data, and field trips to biological preserves, habitat restoration sites, and captive breeding facilities. Three hours of lecture and one laboratory weekly. (Spring semester)

### **374 Neurobiology (3)**

The physiological basis of behavior is examined by studying brain mechanisms including sensory processes, motor systems, awareness, memory, learning, sleep, arousal, and motivation. The role of hormones, biological clocks, and drugs as they affect human behavior is stressed. Neural maturation, neural plasticity, the aging process, and mental illness are surveyed. Three hours of lecture weekly. Prerequisite: PSYC 101, or consent of instructor. (Spring semester)

### **374L Methods in Neurobiology (1)**

Human and animal behavior is examined in laboratory utilizing electronic, neuro-biochemical, physiological, histological, and behavioral techniques. Content varies. One laboratory weekly. Prerequisites: One year of general chemistry with laboratory; BIOL 478, 478L, and CHEM 331 are recommended.

### **376 Animal Development (4)**

This course explores embryonic development emphasizing mechanisms of differential gene expression and pattern formation at a cellular, molecular, and genetic level. Vertebrate and invertebrate model organisms (e.g. *Xenopus*, *Drosophila*, *Caenorhabditis*) which illustrate common developmental mechanisms will be examined in detail. In laboratory, living embryos and prepared slides will be studied, and molecular techniques will be employed to identify genes and examine gene expression. Three hours lecture and one laboratory weekly. (Fall semester)

### **382 Techniques in Molecular Biology (4)**

An introduction to recombinant DNA techniques including bacterial culture, transformation, DNA purification, restriction analysis, cloning, hybridization, polymerase chain reaction, RNA isolation, library construction, and recombinant protein expression. Computer-based sequence analyses include database accession, BLAST, alignment, restriction analysis, and gene-finding. An investigative project will be undertaken. Two hours of lecture and two 3-hour laboratories weekly. Prerequisites: BIOL 300, CHEM 301/301L; BIOL 300L recommended.

### **416 Population Biology (4)**

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of MATH 130 – Survey of Calculus will be introduced as needed. Research techniques used in investigating popula-

tion phenomena are emphasized. Three hours of lecture and one laboratory weekly. Prerequisite: Introductory Calculus. Biostatistics is highly recommended. (Fall semester)

### **432 Electron Microscopy (4)**

An introduction to the theory, development, and operation of the electron microscope, with emphasis on development of knowledge of cellular fine structure. The laboratory portion of the course will focus on tissue preparation, microscope operation, and evaluation and presentation of electron microscopic data. Two hours of lecture and two laboratories weekly. (Spring semester)

### **451W Biological Oceanography (4)**

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Nearshore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Cross-listed as MARS 451W. (Fall semester)

### **460W Ecology (4)**

An integrated approach to plant and animal relationships in terrestrial and aquatic ecosystems. The lecture investigates ecosystem energetics, population dynamics, community structure, and physiological adaptations. The laboratory concentrates on population and community problems in a few environments. There will be one overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Prerequisite: Introductory Calculus. Biostatistics is recommended. (Spring semester)

### **466 Behavioral Ecology (4)**

An exploration of the patterns and processes in the evolution of adaptive behavior. Lectures emphasize the function and flexibility of behavior in vertebrates and invertebrates. Topics include the behavior of predation, competition, reproduction, sociality, navigation, and communication, including cost/benefit analyses. Experimental design and analysis are covered in laboratory and field projects, including a weekend field trip. Three hours of lecture and one laboratory weekly. (Fall semester)

### **468 Marine Ecology (3)**

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hourly meetings per week consisting of lectures and seminars. Prerequisite: BIOL 460 or concurrent enrollment. Cross-listed as MARS 468.

### **472 Plant Physiology (4)**

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions

to environmental stress will be studied. Three hours of lecture and one laboratory weekly. Prerequisite: One year of General Chemistry with laboratory. (Fall semester)

#### **477 Invertebrate Physiology (3)**

The study of key physiological systems of invertebrate organisms with an emphasis on metabolism, respiration, osmoregulation, thermal relations, membrane, and neural physiology. The function of these systems will be examined by comparing invertebrates from various taxonomic groups and diverse habitats. Three hours of lecture weekly. (Fall semester).

#### **477L Invertebrate Physiology Laboratory (1)**

Laboratory-based study of several physiological systems of invertebrate organisms. Both traditional and recently developed techniques will be employed to demonstrate the functioning and integrative nature of these systems. One laboratory weekly. Concurrent registration in BIOL 477 required.

#### **478 Vertebrate Physiology (3)**

A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture weekly. (Spring semester)

#### **478L Vertebrate Physiology Laboratory (1)**

An intensive exploration in a research setting of metabolic pathways, temperature acclimation, gas exchange, and ion regulation in a variety of animals. One laboratory weekly. Concurrent registration in BIOL 478 required.

#### **480 Cell Physiology (3)**

Mechanisms of cell functions are emphasized. Topics covered include: membrane structure; membrane transport; endoplasmic reticulum and Golgi functions; cell motility; energetics; mechanisms of hormone action; cellular immunology; and control of the cell cycle. Three hours of lecture weekly. Prerequisite: Organic Chemistry with laboratory or consent of instructor. (Fall semester)

#### **480L Cell Physiology Laboratory (1)**

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in BIOL 480 is required.

#### **482 Molecular Biology (3)**

A study of the structure and function of genes, emphasizing the understanding of gene regulation at many levels. The course will examine DNA structure and mechanics of replication, repair, transcription, and translation in prokaryotes and eukaryotes. Critical experiments will be studied to examine the development of concepts in molecular biology. Other special topics may include the

molecular biology of development, cancer, HIV, and whole genome analysis. Three hours of lecture weekly. Prerequisites: BIOL 300, CHEM 301.

#### **484 Immunology (4)**

A comprehensive introduction to immunology, focusing on vertebrate immunity. Topics covered include molecular and cellular components of the immune system and their regulation, long term protection from disease, immune response to cancer, autoimmunity, hypersensitivity, immunodeficiencies, and transplants. Laboratory exercises will introduce students to immunological techniques and their applications. Three hours of lecture and one laboratory weekly. (Fall semester)

#### **494 Topics in Biology (1-3)**

An in-depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of 3 units may be applied to the Biology major or minor.

#### **495 Senior Seminar (1)**

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to, and required of, all seniors. (Every semester)

#### **496 Research (1-3)**

Students develop and/or assist in research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: Consent of instructor. Total credit in BIOL 496 is normally limited to 3 units. (Every semester)

#### **497 Techniques in Biology (1-3)**

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to: technical methodology, preparation and technique in the teaching laboratory, and routine tasks supportive to research. Prerequisite: Consent of instructor. Total credit in BIOL 497 is normally limited to 3 units. (Every semester)

#### **498 Internship in Biology (1-3)**

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper-division units can be earned toward fulfillment of the requirements of the major. (Every semester)

# Catholic Studies

## Program Coordinators

John Donnelly, Ph.D., Philosophy

Joseph McGowan, Ph.D., English

## THE CATHOLIC STUDIES MINOR

In the past few years, a new development in the history of American Catholic higher education has been taking place: the formation of programs in Catholic Studies. USD has inaugurated a minor in Catholic Studies that will explore the texts, traditions, themes, and teachings of the Catholic Church from its inception to its contemporary expression. This interdisciplinary program will enable both students and faculty to study the Catholic tradition, its ethos, identity, and mission, as made tangible in history, philosophy, literature, theology, the fine arts, the social and behavioral sciences, and the natural sciences. We invite students to consider minoring in Catholic Studies as a focus for serious conversations about how Catholicism unfolds in the world in its many multicultural, multinational contexts, and how that intellectual and institutional culture has an impact upon human experience.

The Catholic Studies minor is an 18-unit program (at least 9 units of which must be fulfilled by upper-division courses) that includes the following requirements:

1. CATH 133 – Introduction to Catholic Studies;
2. CATH 394 – Topics in Contemporary Catholic Culture and Thought (a practicum in community service will be integrated into this capstone course);
3. A 3-unit course in literature;
4. A 3-unit course in philosophy;
5. A 3-unit course in Theology and Religious Studies (THRS 114 – Introduction to Catholic Theology will ordinarily, unless varied, be taken by students as one of their Core Curriculum requirements in Theology and Religious Studies); and,
6. A 3-unit course selected from one of the following areas: history, art/music, or science/social science.

## CATHOLIC STUDIES COURSES (CATH)

### 133 Introduction to Catholic Studies (3)

This course will focus on the central periods in the history of Roman Catholicism from the early Christian period through the 20th century. An exploration of traditions, themes, teachings, and texts of selected periods in order to establish the sociocultural, political, philosophical, and theological context of the development of Catholic ethos and identity. Ordinarily, the course will be team-taught and interdisciplinary, emphasizing both the diversity and constancy of the Roman Catholic tradition and experience.

### 394 Topics in Contemporary Catholic Culture and Thought (3)

A capstone course that will study the role of the Church in the world after the Second Vatican Council. It will ordinarily be team-taught and interdisciplinary, focusing on such possible topics and issues as ecumenism, women in the Church, social justice, ecology, liberation theology, ethnicity, the relationship between science and religion, psychology and religious experience, the arts and ritual reform, etc. A required experiential component will be determined by contract.

## INTERDISCIPLINARY COURSES

Courses in this edition of the *Undergraduate Bulletin* that count toward the Catholic Studies minor are listed below. Other courses that will count toward the minor will be offered on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course description under the appropriate departmental listings.

ENGL 224 – Studies in Literary Traditions: The Irish Tradition (3)

ENGL 310 – Dante (3)

ENGL 312 – Studies in Medieval Literature (3)

ENGL 314 – Chaucer (3)

ENGL 328 – Milton (3)

HIST 321 – The Fall of the Roman Empire, 250-1050 (3)

HIST 322 – Castles and Crusades: Medieval Europe, 1050-1450 (3)

HIST 331 – Renaissance and Reformation (3)

HIST 346 – Topics in Medieval and Early Modern Europe (3)

HIST 363 – History of Brazil (3)

HIST 384 – History of Mexico (3)

MUSC 430W – History of Medieval and Renaissance Music (3)

MUSC 494 – Special Topics in Music: History of Sacred Music (3)

PHIL 271 – History of Medieval Philosophy (3)

PHIL 335 – Death and Dying (3)

PHIL 412 – Philosophy of God (3)

PHIL 471 – Studies in Medieval Philosophy (3)

PHIL 490 – Philosophy of Love (3)

PHIL 494 – Contemporary Philosophical Problems (3)

SOCI 352 – Catholic Culture and U.S. Society (3)

SPAN 360 – Survey of Latin American Literature (3)

THRS 335 – Catholic Social Thought (3)  
THRS 341 – Christian Worship (3)  
THRS 342 – Christian Sacramental Practice (3)  
THRS 343 – Christian Marriage (3)  
THRS 353 – Early Christianity (3)  
THRS 354 – The Medieval Church (3)  
THRS 356 – Catholicism in the United States (3)  
THRS 358 – U.S. Latino/a Catholicism (3)  
THRS 364 – Theology of the Church (3)

THRS 368 – U.S. Latino/a and Latin American Theologies (3)  
THRS 494 – Topics in Theology and Religious Studies: Liberation Theologies (3)

## Chemistry and Biochemistry

Tammy J. Dwyer, Ph.D., Chair  
James P. Bolender, Ph.D.  
David O. De Haan, Ph.D.  
Thomas R. Herrinton, Ph.D.  
Peter M. Iovine, Ph.D.  
Jeremy S. Kua, Ph.D.  
Mitchell R. Malachowski, Ph.D.  
Stephen A. Mills, Ph.D.  
Jack D. Opdycke, Ph.D.  
Leigh A. Plesniak, Ph.D.  
Thomas P. Shields, Ph.D.  
Deborah C. Tahmassebi, Ph.D.

Chemistry is the study of matter and energy and the changes they undergo. It plays a key role in understanding the natural universe and in the scientific and technological revolution that has shaped modern society. Biochemistry is the study of the chemical nature and processes that occur in biological systems.

The programs offered in Chemistry and Biochemistry provide a strong foundation in the principles and practices of modern chemistry and biochemistry within the framework of a liberal arts education. The majors are designed to give students both the theoretical bases of the disciplines and extensive hands-on experience testing theories in the laboratory. We also offer courses that fulfill the physical sciences portion of the Core Curriculum requirements. These courses are designed to acquaint students majoring outside the natural sciences with the basic principles and methods of modern science, and with the history and development of scientific thought.

The American Chemical Society (ACS), a national organization that develops and administers guidelines defining high quality undergraduate chemistry programs, has approved USD's Chemistry curriculum. This allows Chemistry majors the option of enhancing their career choices by earning an ACS-certified degree.

The department is distinguished by its dedication to undergraduate research and teaching. All full-time faculty members have active research programs in which undergraduates can fully participate. These activities lead, in

many cases, to new discoveries and publications in major scientific journals, with students as co-authors.

Students have the opportunity to work with state-of-the-art instruments in classes and research. This instrumentation includes Varian Inova 500 MHz and Mercury 400 MHz NMR spectrometers, a laser facility, three JASCO infrared spectrometers, two fluorescence spectrophotometers (PTI and JASCO), two mass spectrometers interfaced with capillary gas chromatographs (Hewlett-Packard and ThermoFinnigan), a JASCO circular dichroism spectropolarimeter, a microwave reactor system, and two high-performance liquid chromatography work stations (JASCO and Varian). In addition, the department has a molecular modeling facility with 12 PC desktop computers, 12 Silicon Graphics work stations, an Origin 200 server complete with Insight II, Spartan and Gaussian98 molecular modeling software, and a twelve dual-processor Xeon cluster for computational chemistry.

A major in Chemistry or Biochemistry prepares a student for a variety of different career possibilities. Professional chemists and biochemists may select careers in areas such as basic or applied research, production and marketing, consulting, testing and analysis, administration, management, business enterprise, or teaching. They are employed in the chemical, pharmaceutical, petroleum, energy, engineering, and "high-technology" industries; by government laboratories and agencies working on health, energy, and the environment; in consulting firms; and by educational institutions at all levels. Undergraduate training in chemistry provides a solid foundation for many other areas such as medicine, dentistry, veterinary medicine, pharmacy, oceanography, geochemistry, chemical engineering, forensics, environmental studies, molecular biology, and law.

Two programs of study are available, differing in their focus:

The **Chemistry major** is designed to qualify students for admission to graduate school in chemistry; positions as chemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

The **Biochemistry major** is designed to prepare students for graduate work in biochemistry, molecular biology,

pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

## THE CHEMISTRY MAJOR

### Preparation for the Major

CHEM 151, 151L, 152, 152L, 220; MATH 150, 151, 250; PHYS 270, 271.

### The Major

The 29 units of upper-division work must include CHEM 301, 301L, 302, 302L, 311, 312, 331, 440, 489, and two of the following advanced laboratories: CHEM 421W, 423W, 425W, and 427W. Electives may be chosen from other chemistry courses for which prerequisites have been met. CHEM 496 may not be applied toward the 29-unit requirement. Those planning for graduate work in Chemistry are recommended to complete the ACS-certified degree and to take additional upper-division electives in Chemistry, Mathematics, or Physics depending on the area of interest. To obtain an ACS-certified bachelor's degree in Chemistry, Chemistry majors must complete 423W, 425W, and either 421W or 427W, and either 396 or two units of 496.

## THE BIOCHEMISTRY MAJOR

### Preparation for the Major

BIOL 190, 225, 225L; CHEM 151, 151L, 152, 152L; MATH 150, 151; PHYS 136, 137 or PHYS 270, 271.

### The Major

The 33 units of upper-division work must include BIOL 300, 300L; CHEM 301, 301L, 302, 302L, 311, 314, 331, 335, 489, and one of the following advanced laboratories: CHEM 421W, 423W, 425W, or 427W. Electives may be chosen from other chemistry courses for which prerequisites have been met or from BIOL 342, 376, 382, 480, 482, or 484. CHEM 496 may not be applied toward the 33-unit requirement. Those planning for graduate work are recommended to take additional upper-division electives in Chemistry, Biochemistry, or Biology, depending on the area of interest.

## THE CHEMISTRY MINOR

Minimum requirements for a minor in Chemistry are: CHEM 151, 151L, 152, 152L, and 10 units of upper-division Chemistry including either CHEM 311 or 331. Students taking the minor to enhance employment possibilities in biotechnology, pharmaceutical industry, or pharmacy school are advised to also take CHEM 220.

## MAJOR FIELD TEST GRADUATION REQUIREMENT

As a part of the department's assessment program, each graduating senior is required to take the Major Field Test in Chemistry (CHEM 489). A student who fails to take the major field test will be restricted from graduating.

## RECOMMENDED PROGRAM OF STUDY MAJOR IN CHEMISTRY

The following paradigm is included as a guide only, and is not to be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. Flexibility is allowed to meet individual needs. Students are urged to consult with the Chemistry advisor early each year to ensure that their needs and interests will be met.

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> CHEM 151– Preceptorial (3) CHEM 151L (1) MATH 150* (4) CC or Electives (7-8)	<b>SEMESTER I</b> CHEM 220 (4) CHEM 301 (3) CHEM 301L (1) MATH 250 (4) CC or Elective (3-4)	<b>SEMESTER I</b> CHEM 311 (3) CHEM 331 (3) PHYS 271 (4) CC or Electives (5-6)	<b>SEMESTER I</b> CHEM 425 or 427 (3) CHEM 440 (3) CHEM 496 (1) CC or Electives (8-9)
<b>SEMESTER II</b> CHEM 152 (3) CHEM 152L (1) MATH 151 (4) CC or Electives (7-8)	<b>SEMESTER II</b> CHEM 302 (3) CHEM 302L (1) PHYS 270 (4) CC or Electives (7-8)	<b>SEMESTER II</b> CHEM 312 (3) CHEM 396 (3) CHEM 421 or 423 (3) CHEM elective (3) CC or Electives (6-7)	<b>SEMESTER II</b> CHEM 421 or 423 (3) CHEM 496 (1) CHEM elective (3) CC or Electives (8-9)

\*Students deficient in Mathematics should take MATH 115 instead of MATH 150, followed by MATH 150, 151, and 250.

## OTHER PROGRAMS

Several professional options are open to the Chemistry major in addition to the pursuit of a career in Chemistry or Biochemistry. The department offers special programs in the following areas (students interested in further detail should consult the department chair):

### Pre-Medicine/Pre-Dentistry/Pre-Pharmacy

The liberal arts curriculum provides an excellent background for graduate education in the health professions. Students planning to apply for admission to medical, dental, or pharmacy schools may elect to major in any of the academic disciplines within the College, but in most cases it is advantageous to major in one of the sciences. Students may select either the Chemistry or Biochemistry major as preparation. The specific science courses recommended for undergraduates differ for different professional schools, but students electing a Chemistry major should take BIOL 221, 221L, 225, 225L, and any additional science courses recommended by the department's pre-medical advisor.

## CHEMISTRY COURSES (CHEM)

### 101 Chemistry and Society (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human

nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Two lectures weekly. (Every semester)

### 103 DNA Science and Technology (3)

A course designed for the non-science major that covers the discovery of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA, and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy, and AIDS research. Two lectures weekly. CHEM 101 and 111 are not prerequisites. (Every semester)

### 105 Physical Science for K-8 Teachers (3)

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the Science Content Standards for California Public Schools (K-12), and is intended for Liberal Studies majors. Two two-hour laboratory sessions per week. (Fall semester)

## RECOMMENDED PROGRAM OF STUDY MAJOR IN BIOCHEMISTRY

The following paradigm is included as a guide only, and is not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the Chemistry advisor early each year to ensure that their needs and interests will be met.

### FRESHMAN YEAR

**SEMESTER I**  
CHEM 151–  
Preceptorial (3)  
CHEM 151L (1)  
BIOL 190 (3)  
MATH 150\* (4)  
CC or Electives (4-5)

**SEMESTER II**  
CHEM 152 (3)  
CHEM 152L (1)  
BIOL 225, 225L (4)  
MATH 151 (4)  
CC or Elective (3-4)

### SOPHOMORE YEAR

**SEMESTER I**  
CHEM 301 (3)  
CHEM 301L (1)  
PHYS 136 (4)  
CC or Elective (3-4)

**SEMESTER II**  
CHEM 302 (3)  
CHEM 302L (1)  
BIOL 300, 300L (4)  
PHYS 137 (4)  
CC or Electives (4-5)

### JUNIOR YEAR

**SEMESTER I**  
CHEM 311 (3)  
CHEM 331 (3)  
CC or Electives (6-8)

**SEMESTER II**  
CHEM 314 (3)  
CHEM 335 (3)  
CHEM 396 (3)  
CC or Electives (6-8)

### SENIOR YEAR

**SEMESTER I**  
CHEM 421, 425,  
or 427 (3)  
CHEM 496 (1)  
CHEM or BIOL  
elective (3-4)  
CC or Electives (6-9)

**SEMESTER II**  
CHEM 489 (0)  
CHEM 496 (1)  
CHEM or BIOL  
elective (3-4)  
CC or Electives (6-12)

\*Students deficient in Mathematics should take MATH 115 instead of MATH 150, followed by MATH 150 and 151.

### **111 Chemistry and Society with Laboratory (3)**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The lecture content is similar to that in CHEM 101 (above); however, this course includes a laboratory that will satisfy the Core Curriculum requirement for a laboratory course in the natural sciences. Two lectures and one laboratory/discussion weekly. (Spring semester)

### **151-152 General Chemistry (3-3)**

A two-semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Prerequisite: MATH 115 or a passing score on the Level 1 mathematics placement exam. Co-requisite: CHEM 151L, 152L. (Every year)

### **152H Honors General Chemistry (3)**

An honors course which parallels CHEM 152. The topics are covered in greater depth than in CHEM 152, and additional material on the applications of chemistry is included. Three lectures weekly. Prerequisite: CHEM 151, 151L and consent of instructor. (Spring semester)

### **151L-152L General Chemistry Laboratory (1-1)**

A laboratory course which introduces the concepts and techniques of experimental chemistry. One laboratory period weekly. Prerequisite: Concurrent registration in CHEM 151-152 or consent of instructor. (Every year)

### **220 Analytical Chemistry (4)**

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses, as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One lecture and two laboratory periods weekly. Prerequisites: CHEM 151, 152 and CHEM 151L, 152L. (Fall semester)

### **301-302 Organic Chemistry (3-3)**

A two-semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Prerequisites: CHEM 151, 152. (Every year)

### **301L-302L Organic Chemistry Laboratory (1-1)**

This course is designed to follow the material presented in CHEM 301, 302. Microscale experimental techniques will be emphasized. Experiments include: recrystallization, distillation, extraction, chromatography, spectroscopy, kinetics, multi-step syntheses, and structure determination. One laboratory period weekly. Prerequisites: CHEM 151L, 152L, and concurrent registration in CHEM 301-302.

### **311 Physical Chemistry (3)**

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Prerequisites: CHEM 151-152, MATH 151, and PHYS 136 or 270, or consent of instructor. Co-requisite: PHYS 137 or 271. (Fall semester)

### **312 Physical Chemistry (3)**

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Prerequisite: CHEM 311 or consent of instructor. (Spring semester)

### **314 Biophysical Chemistry (3)**

This course will apply the principles of thermodynamics, equilibria, and kinetics toward biological systems. The course will begin with a description of the first, second, and third Laws of Thermodynamics with special attention toward their application to proteins, nucleic acids, and membranes. The course will then examine equilibrium phenomena and the associated thermodynamics. These principles will be applied toward the design and evaluation of inhibitors and drugs. In the final third of the course, principles of kinetics will be examined. Measurement of rate constants for complex biological processes including non-Michaelis-Menten enzyme kinetics, ligand binding off and on rates and ribozyme catalysis. Three lectures weekly. Prerequisites: CHEM 311 (or consent of instructor), MATH 151, PHYS 137. (Spring semester)

### **331 Biochemistry (3)**

The structure, function, and metabolism of biomolecules. Structure and function of amino acids, proteins, carbohydrates, lipids, nucleotides, and vitamins are covered, as well as enzyme kinetics, thermodynamics, metabolism, and the regulation of metabolism. Three lectures weekly. Prerequisite: CHEM 301, 301L, 302, 302L. (Fall semester)

### **335 Biochemistry Laboratory (3)**

An advanced laboratory course with experiments and projects that integrate classical biochemical methods with modern molecular and structural techniques. This course meets twice a week for eight hours containing lecture and laboratory components. Prerequisite: BIOL 300L, CHEM 331. (Spring semester)

**345 Bio-Inorganic Chemistry (3)**

A survey of the roles of metallobiomolecules in organisms. The functions, structure, and modes of coordination of the more significant molecules are examined in detail and compared to those of model compounds. The standard physical techniques used in studying these complexes are discussed. Particular emphasis is given to the role of the metal ion(s) and how their inorganic properties affect the activity of the biological compound. Three lectures weekly. Prerequisites: CHEM 302. (May not be offered every year)

**355 Environmental Chemistry (3)**

A survey of the natural environment from a chemist's point of view, and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Lab experiments include local fieldwork characterizing various pollutant levels in Tecolote Canyon, Mission Bay, and Linda Vista. Two one-hour lectures and one three-hour lab per week. Prerequisites: CHEM 301, 301L. (May not be offered every year)

**360 Physical-Organic Chemistry (3)**

Application of modern theoretical concepts to the chemical and physical properties of organic compounds. Among the topics covered are: linear free-energy relationships, acidity functions, mechanisms of nucleophilic and electrophilic substitutions, additions and eliminations, radical reactions, and pericyclic reactions. Three lectures weekly. Prerequisites: CHEM 302L and 311. (May not be offered every year)

**380 NMR Methods (3)**

An introduction to concepts and methods in Nuclear Magnetic Resonance (NMR) spectroscopy. Theory of NMR will be developed and applied to the design of one-dimensional and two-dimensional experimental pulse sequences. The laboratory will emphasize instrumental operation, data acquisition and processing, and practical applications of NMR methods to scientific problems. Two lectures and two three-hour laboratory periods weekly. Prerequisites: CHEM 301, 301L, MATH 150. (May not be offered every year)

**396 Methods of Chemical Research (3)**

Introduction to the principles and methods of chemical research. The major activity is a research project requiring eight hours of laboratory work per week. Lab work includes general and advanced techniques with considerable hands-on use of modern instruments and consideration of laboratory safety. Information retrieval including both library work and on-line searches of chemical data

bases is included. Students will produce a final written report when the project is completed. Prerequisite: Consent of instructor. (Spring semester)

**421W Organic/Physical Experimental Chemistry (3)**

An advanced laboratory course with experiments and projects that integrate principles and methods in analytical, organic, and physical chemistry, with considerable emphasis on instrumental methods. This course fulfills the upper-division writing requirement. One lecture and two laboratory sessions weekly. Prerequisites: CHEM 220 or BIOL 300L, CHEM 301, 302, 301L, 302L, and CHEM 311. (Spring, every other year)

**423W Inorganic/Physical Experimental Chemistry (3)**

An advanced laboratory course which integrates techniques and concepts from inorganic and physical chemistry plus, to a lesser extent, analytical chemistry. A wide variety of classical and modern methods of experimental chemistry, including both wet chemical and instrumental methods, will be used in experiments which show the interrelationships between these three areas of chemistry. Also, instruction in the proper methods of recording and reporting chemical experiments and practice in those methods will be included. This course fulfills the upper-division writing requirement. One lecture and two laboratory sessions weekly. Prerequisites: CHEM 220 or BIOL 300L, CHEM 440, CHEM 311, and CHEM 312 (may be taken concurrently). (Spring, every other year)

**425W Instrumental Analysis (3)**

A survey of contemporary instrumental methods of chemical analysis, with emphasis on spectroscopic, electrochemical, and separation techniques. The theory, design, and operation of specific instruments will be discussed. Experiments and projects utilizing FTIR, NMR, GC- and LC-MS, HPLC, voltammetry, absorption, emission, and fluorescence will be selected. This course fulfills the upper-division writing requirement. Two lectures and two laboratory sessions weekly. Prerequisites: CHEM 220 or BIOL 300L, CHEM 302L, and CHEM 311. (Fall semester, every other year)

**427W Biophysical Chemistry Laboratory (3)**

An advanced laboratory course in which spectroscopic techniques are applied to biological problems in order to extract thermodynamic, kinetic, and structural information. This information will then be correlated to function of the biomolecule. The techniques to be explored may include UV-Vis, CD, FTIR, NMR, MS, fluorescence spectroscopy, and the computational methods necessary for data analysis. The fundamental principles and special considerations of their application to enzymes, proteins, DNA and other biomolecules will be presented in lecture and

carried out in the laboratory. This course fulfills the upper-division writing requirement. One lecture and two laboratory sessions weekly. Prerequisites: CHEM 220 or BIOL 300L, CHEM 301, 301L, 302, 302L. Co-requisites: CHEM 311, CHEM 331, or consent of instructor. (Fall semester, every other year)

#### **440 Inorganic Chemistry (3)**

The principles of Inorganic Chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state, coordination, and organometallic chemistry are introduced. Three lectures weekly. Prerequisites: CHEM 302 and CHEM 311 (may be taken concurrently). (Fall semester)

#### **489 Major Field Test in Chemistry (0)**

As a part of the department's assessment program, each graduating senior is required to take the Major Field Test in Chemistry. A student who fails to take the major field test will be restricted from graduating. (Every May)

#### **491 Special Topics in Biochemistry (1-4)**

From time to time, courses will be given on special topics in chemistry based primarily upon the interests of faculty.

Possible topics include protein structure and function, enzyme-catalyzed reactions, nucleic acid chemistry, and membranes. May be repeated for credit when the topic changes. Prerequisite: Consent of instructor. (May not be offered every year)

#### **494 Special Topics in Chemistry (1-4)**

From time to time, courses will be given on special topics in chemistry based primarily upon the interests of faculty. Possible topics include computational chemistry, photochemistry, polymers, medicinal chemistry, and organometallic chemistry. May be repeated for credit when the topic changes. Prerequisite: Consent of instructor. (May not be offered every year)

#### **495 Seminar (1)**

A study of the preparation and presentation of formal seminars in chemistry. Each student will give a seminar on a topic of interest. One hour each week. (Every year)

#### **496 Undergraduate Research (1-3)**

A research problem in experimental or theoretical chemistry under the supervision of an individual faculty member. Projects involve literature searching, on and off campus research, and oral and written reports. The course is taught on a pass/fail basis only. Prerequisite: Consent of instructor. (Every year)

## Communication Studies

David B. Sullivan, Ph.D., Chair  
Leeva C. Chung, Ph.D.  
Esteban del Rio, Ph.D.  
Bethami A. Dobkin, Ph.D.  
Gregory Ghio, M.A.  
Carole L. Huston, Ph.D.  
Kristin C. Moran, Ph.D.  
Roger C. Pace, Ph.D.  
Linda A. M. Perry, Ph.D., Emerita  
Eric C. Pierson, Ph.D.  
Tracey Quigley, Ph.D.  
Susannah Stern, Ph.D.  
Larry A. Williamson, Ph.D.

### **THE COMMUNICATION STUDIES MAJOR**

The Communication Studies program offers four areas of concentration within the major: Foundations and Contexts, Communication and Contemporary Practice, Images and Influence, and Media Arts and Culture. These concentrations are intended to provide students with the knowledge, background, and skills necessary to work in a

communication-related profession, or to pursue advanced study in the field of communication or a related field.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact and ethics of persuasion. Students will also have the ability to think critically; develop and present an argument; conduct and evaluate social scientific, interpretive, and critical research; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

All students in the Communication Studies major must complete 36 units of course work in the major, including 12 units of lower-division core courses, 9 units of upper-division core courses, and 15 units within their area of concentration.

Students who major or minor in Communication Studies are encouraged to participate in practicum (491, 492) and internship (498) courses as part of their upper-division elective experience. No more than 3 units of 498, and a maximum of 6 units combined of 491, 492, and 498, may be applied toward the major or minor.

COMM 101, 103, and 130 satisfy the Core Curriculum requirement in the social sciences.

**Required Lower-Division Core (12 units)**

COMM 101, 103, 130, 220

**Required Upper-Division Core (9 units)**

COMM 300, 336, 365

**Concentration Requirements**

6 units of required upper-division courses and 9 units upper-division electives within the concentration.

**THE COMMUNICATION STUDIES MINOR**

The Communication Studies minor consists of 6 lower-division units – COMM 101, and either 103, 130, or 220 – and 12 upper-division units to be selected in consultation with an advisor.

**COMMUNICATION STUDIES CONCENTRATIONS**

Students who major in Communication Studies are required to choose one of four concentrations. There are two required courses in each concentration (6 units); students must take an additional 9 units in the concentration or in consultation with an advisor.

**Foundations and Contexts**

A broad survey of the discipline designed to give students both depth and breadth in the foundations of and approaches to the study of communication. Particularly suited for students interested in a liberal arts education or preparation for graduate work.

*Required Courses*

COMM 325 – Interpersonal Communication  
COMM 370/W – Rhetorical Theory

*Electives in the Concentration*

COMM 330 – Media Processes and Effects  
COMM 350 – Small Group Communication  
COMM 353 – Organizational Communication  
COMM 366W – Interpretive Research Methods  
COMM 380 – International Media  
COMM 422W – Family Business Communication  
COMM 432/W – Film and Cultural Politics  
COMM 445/W – Gender and Communication  
COMM 460 – Persuasion and Propaganda  
COMM 462 – Political Communication  
COMM 475 – Intercultural Communication  
COMM 482/W – Children and Media

**Communication and Contemporary Practice**

Advances an understanding of, and competency in, communication practices across professional contexts. Particularly suited for students interested in studying business, leadership, education, law, and/or relational communication.

*Required Courses*

COMM 325 – Interpersonal Communication  
COMM 353 – Organizational Communication

*Electives in the Concentration*

COMM 403 – Advanced Public Speaking  
COMM 422W – Family Business Communication  
COMM 435 – Video Production  
COMM 445W – Gender and Communication  
COMM 450 – Small Group Communication  
COMM 455 – Interviewing and Negotiation  
COMM 460 – Persuasion and Propaganda  
COMM 462 – Political Communication  
COMM 475 – Intercultural Communication  
COMM 485W – Writing for Electronic Media

R E C O M M E N D E D P R O G R A M O F S T U D Y			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<b>SEMESTER I</b> Preceptorial (3) COMM 101 or 103 (3) CC (9)	<b>SEMESTER I</b> COMM 130 or 220 (3) COMM 300 (3) CC (9)	<b>SEMESTER I</b> Upper-division COMM (6) CC or Electives (6-9)	<b>SEMESTER I</b> Upper-division COMM (3-9) Upper-division electives
<b>SEMESTER II</b> COMM 101 or 103 (3) COMM 130 or 220 (3) CC (9)	<b>SEMESTER II</b> Upper-division COMM (6) CC (9)	<b>SEMESTER II</b> Upper-division COMM (6-9) CC or Electives (6-9)	<b>SEMESTER II</b> Upper-division COMM (3-9) Upper-division electives

## **Images and Influence**

Explores the role of public communication in a mediated world, with a focus on issue and image management. Particularly suited for students interested in studying broadcasting, journalism, advertising, marketing, and public relations.

### *Required Courses*

COMM 338 – Media and Conflict  
COMM 460 – Persuasion and Propaganda OR  
COMM 370/W – Rhetorical Theory

### *Electives in the Concentration*

COMM 330 – Media Processes and Effects  
COMM 370/W – Rhetorical Theory  
COMM 380 – International Media  
COMM 403 – Advanced Public Speaking  
COMM 421W – Advanced Journalism  
COMM 432/W – Film and Cultural Politics  
COMM 435 – Video Production  
COMM 439 – New Media and Technology  
COMM 455 – Interviewing and Negotiation  
COMM 460 – Persuasion and Propaganda  
COMM 462 – Political Communication  
COMM 482/W – Children and Media  
COMM 485W – Writing for Electronic Media

## **Media Arts and Culture**

Explores the relationship of media to identity and cultural production. Particularly suited for students interested in various forms of mediated expression and activism, such as television, radio, film, theater, and advertising.

### *Required Courses*

COMM 330 – Media Processes and Effects  
COMM 380 – International Media

### *Electives in the Concentration*

COMM 338 – Media and Conflict  
COMM 366W – Interpretive Research Methods  
COMM 432/W – Film and Cultural Politics  
COMM 435 – Video Production  
COMM 445/W – Gender and Communication  
COMM 439 – New Media and Technology  
COMM 475 – Intercultural Communication  
COMM 482/W – Children and Media  
COMM 485W – Writing for Electronic Media

## **COMMUNICATION STUDIES COURSES (COMM)**

### **101 Introduction to Human Communication (3)**

An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for all upper-division Communication Studies courses, and fulfills a Core Curriculum requirement in the social sciences.

### **103 Public Speaking (3)**

An introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention, arrangement, and delivery of public messages. Fulfills a Core Curriculum requirement in the social sciences.

### **130 Introduction to Media Studies (3)**

An introduction to media and media theory, this course covers the origins, history, and development of mass media. Additionally, the present structure, characteristics, and challenges in the areas of radio, television, and cable are addressed. Fulfills a Core Curriculum requirement in the social sciences.

### **220 Introduction to Media Writing (3)**

A general introduction to the skills and strategies associated with print and electronic journalism. Students are exposed to methods of news gathering, reporting, writing, and editing. The elements of the news story, interviewing, and the news conference are among the topics covered.

### **300 Human Communication Theory (3)**

This course provides a comprehensive survey of the various theories that comprise the Communication Studies discipline. Students are exposed to the dominant philosophical, conceptual, and critical perspectives germane to communication as a distinct academic pursuit. This class is intended as an overview of both speech communication and media studies traditions and is a recommended prerequisite to all upper-division courses in Communication Studies. Prerequisite: COMM 101.

### **325 Interpersonal Communication (3)**

An examination of the dynamics of one-to-one communication. Various humanistic and social scientific perspectives are explored. Emphasis is placed on the individual as an active participant/consumer in interpersonal communication settings. Prerequisite: COMM 101.

**330 Media Processes and Effects (3)**

This course examines the various functions or roles that media perform for individuals and society. Specific topics include: the influence that economic, political, and aesthetic forces have on media programming; the structure and functions of media organizations; and theories and studies of media effects. The development of informed, critical consumption of mass media messages is emphasized. Prerequisite: COMM 130.

**336 or 336W Communication Criticism (3)**

This course explores scholarly methods of media analysis, including structuralism, narrative media analysis, genre criticism, ideological criticism, and semiotics. This course emphasizes the importance of symbolic qualities of mediated messages. Prerequisites: COMM 130 and 330 are recommended.

**338 Media and Conflict (3)**

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity. Prerequisites: COMM 130 and 330 are recommended.

**350 Small Group Communication (3)**

An examination of theories and principles of group communication. Students study interactional and attitudinal variables which influence the nature of group communication. Topics include group norms and roles, leadership, motivation, coalition formation, communication networks, and persuasion. Prerequisite: COMM 101.

**353 Organizational Communication (3)**

This course examines the form and function of messages within organizations, with special emphasis on business communication. The course will focus on the role of communication in developing productive work relationships, human-resource practices, and organizational cultures. Topics include past and current management practices, communication networks and technologies, interpersonal relationships in organizations, public communication, and organizational communication assessment.

**365 Communication Research Methods (3)**

An overview of communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The descriptive and explanatory values of historical, statistical, and survey methodologies will be examined. Ethical principles governing the process of research will also be explored. Prerequisite: COMM 101.

**366W Interpretative Research Methods (3)**

A survey of contemporary interpretive methods in communication research. This course will help students understand bases of knowledge and value of communication not covered in COMM 365. Students will be exposed to methods such as field observation, ethnography, and content analysis. Prerequisite: COMM 101.

**370 or 370W Rhetorical Theory (3)**

An examination of rhetorical thinking from its birth in Athens to the present time covering basic rhetorical principals and tenets. Students explore issues such as rhetoric as a humane discipline, the place of rhetoric in democracies, and the worth of rhetoric as a means of inducing change. Prerequisite: COMM 101.

**380 International Media (3)**

This course examines media systems, uses, and social impact around the world, with an emphasis on transnational comparisons of media development. Topics to be addressed include globalization of the media environment, media and national identity, communication for social change, and the influence of U.S. media on cultures around the world. Prerequisite: COMM 130 is recommended.

**403 Advanced Public Speaking (3)**

This course includes training in the types of professional presentations that occur in business, politics, education, and other forms of public communication. Through instructor and peer evaluation, students will gain proficiency in such skills as manuscript, extemporaneous, and impromptu speaking, and the use of conventional and electronic visual aids. Recommended as preparation for management, graduate work, and all levels of teaching. Prerequisite: COMM 103.

**421W Advanced Journalism (3)**

This course combines instruction in contemporary theories about press performance with advanced newsroom skills. The course introduces students to newsroom management, advanced news gathering, press ethics, and the organizational norms that drive journalistic styles. Students develop advanced reporting and editing skills in completing print and electronic news assignments. Prerequisite: COMM 220.

**422W Family Business Communication (3)**

This course examines organizational communication theory as it applies to management, conflict resolution, and effective communication in family business contexts. Unique to family businesses is the way communication functions in the processes of management succession, compensation, ownership succession, and employee motivation. Students will also examine how cultural issues affect

family-owned businesses both within and outside the United States. Students will develop and practice their written and oral skills by editing and rewriting various projects that are presented as a final portfolio of their work.

### **432 or 432W Film and Cultural Politics (3)**

This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, and narrative film, and includes an introduction to historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others. Prerequisite: COMM 336 is recommended.

### **435 Principles of Video Production (3)**

This course introduces students to basic production skills while incorporating discussions of aesthetics, film theory, and ethics. Students are introduced to three phases of broadcast production: writing and planning (storyboarding, scripting), audio (actualities, sound effects, music), and visual production (composition, lighting, editing). By the end of the course students will produce a short video and/or audio presentation. Prerequisite: COMM 130.

### **439 New Media and Technology (3)**

This course surveys the development of new media forms, including the Internet, digital video, and interactive multimedia programs, and explores the future of media convergence. The course introduces students to theories and concepts with which they may assess the influence of information delivery systems on traditional media forms. Students learn the basics of interface design, Web site development, and database structure with a focus on improving the communication potential of new media technology.

### **440 Symbolic Processes (3)**

A comparison and contrast of various theories and philosophies of human symbol use. Several perspectives will be examined: general semantics, linguistics, semiotics, and dramatism. Prerequisite: COMM 101 is recommended.

### **445 or 445W Gender Communication (3)**

An overview of the relevant research on gender issues. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. Prerequisite: COMM 101 is recommended.

### **455 Interviewing and Negotiating: Principles and Practices (3)**

An examination of methods and techniques applicable to a variety of interviews and negotiations. Students prepare, participate in, and critique employment, journalis-

tic, and appraisal interviews. Students also learn techniques and principles of negotiating, including alternative dispute resolution, distributive bargaining, and principled negotiations. Prerequisite: COMM 101.

### **460 Persuasion and Propaganda (3)**

In this course students will examine the various forms of interpersonal, public, and mass persuasion messages that they encounter daily. Students will understand rhetorical, cognitive, and behavioral theories of persuasion, with emphasis placed on propaganda and the ethical critique of human persuasion. Prerequisite: COMM 101.

### **462 Political Communication (3)**

A survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism.

### **475 Intercultural Communication (3)**

This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, norms, interethnic/intergroup communication, and adaptation, and the course explores mindful ways of enhancing such encounters. Prerequisite: COMM 300 is recommended.

### **482 or 482W Children and Media (3)**

This course is an overview of the relevant research on the role of electronic media in the lives of children. Some topics include: sex role stereotypes, violence, advertising, relationships, body image, and materialism. Students will also explore the positive influence of electronic media including its use for pro-social and educational purposes. Prerequisite: COMM 130 and 330 are recommended.

### **485W Writing for Electronic Media (3)**

This course introduces students to the skills and strategies associated with writing and production in various electronic media industries. Course material surveys the industry standards media professionals bring to their work, as well as academic criticism of these practices. Students will learn how to create and criticize a variety of electronic media texts, including news packages, television narratives, and advertisements. Prerequisite: COMM 220 is recommended.

### **491 Vista Staff (1-3)**

By consent of instructor.

**492 USDtv Staff (1-3)**

By consent of instructor.

**494 Special Topics in Communication Studies (3)**

Selected topics in Communication Studies will be examined.

**495 Senior Project (2-3)**

A capstone course in which seniors will produce an original research or creative project. Addresses research methods, critical thinking, and the writing process. Students will present the results of their work. Recommended for students planning on pursuing graduate studies.

**498 Communication Studies Internship (2-3)**

An experiential education course in which students participate as interns in either radio or television, public relations, advertising, or some facet of organizational communi-

cation. Open only to Communication Studies majors or minors of second-semester junior status or higher. No more than 3 internship units may be applied toward the major or minor. Students should consult the Communication Studies intern coordinator or the internship Web page at [www.sandiego.edu/commstudies/interns](http://www.sandiego.edu/commstudies/interns) for details about enrollment and qualification. Prerequisite: Students must either have completed or be concurrently enrolled in COMM 300; second-semester junior status or higher.

**499 Independent Study (1-3)**

By consent of instructor.

## Computer Science

John H. Glick, Ph.D., Chair

Dwight R. Bean, Ph.D.

Stanley J. Gurak, Ph.D.

Diane Hoffoss, Ph.D.

Eric P. Jiang, Ph.D.

Simon G. M. Koo, Ph.D.

Stacy Langton, Ph.D.

Luby Liao, Ph.D.

Jack W. Pope, Ph.D.

Lukasz Pruski, Ph.D.

Virginia Stover, Ph.D.

### THE COMPUTER SCIENCE MAJOR

Computer science is the system of principles and theory which deals with what computers do. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient and practical ways to do the computation. (Often the methods that are best for machines are quite different from those that are practical for human beings.)

Computers are machines that manipulate abstract symbols according to specified rules. Therefore, computer science relies heavily on abstract reasoning and mathematics. The mathematics involved is usually quite different, however, from traditional mathematics. Much of it has been developed recently in response to the development of computers.

As an academic discipline within the liberal arts tradition, Computer Science has ties with many other disciplines. The natural sciences provide the physical principles upon which computers are built. Computer science serves the sciences, engineering, and business in providing the means to perform complex calculations and to analyze large amounts of data. Psychology and philosophy share

with computer science the desire to understand the nature of reason, language, and intelligence.

The most important skills needed by a prospective computer scientist are an excellent command of one's native language and the ability to think in a mathematical way.

**Note:** One of the modern, high-level programming languages is used in the introductory programming courses, and many of the upper-division Computer Science courses assume a knowledge of one of these languages. Therefore, a knowledge of BASIC or FORTRAN is not a substitute for COMP 150 or 151.

### Major Requirements

1. Lower-division preparation for the major.
  - COMP 150 – Computer Programming I (4)
  - COMP 151 – Computer Programming II (3)
  - COMP 250 – Computer Programming III (3)
  - COMP 280 – Introduction to Assembly Language (3)
  - MATH 150 – Calculus I (4)
  - MATH 151 – Calculus II (4)
  - MATH 160 – Logic for Mathematics and Computer Science (3)

**Note:** MATH 160 satisfies the Core Curriculum logic competency requirement. Students majoring in Computer Science should take this course instead of PHIL 101 or 102.

2. Upper-division (25 units)
  - a. Required courses:
    - COMP 300 – Principles of Digital Hardware (4)
    - COMP 310 – Operating Systems (3)
    - COMP 330 – Data Structures and Algorithms (3)

- COMP 360 – Principles of Programming Languages (3)
- COMP 370 – Automata, Computability, and Formal Languages (3)

It is highly recommended that students take Data Structures and Algorithms soon after completing COMP 250.

- b. Nine upper-division elective units chosen from:
  - COMP 340 – Numerical Analysis (3)
  - COMP 345 – Database Management Systems Design (3)
  - COMP 350 – Computer Graphics (3)
  - COMP 355 – Digital Modeling and Simulation (3)
  - COMP 465W – Software Engineering (3)
  - COMP 480 – Algorithms (3)
  - COMP 494 – Special Topics (3)
  - COMP 499 – Independent Study (1-3)

c. It is highly recommended that Computer Science majors pursue a minor in a related field such as Mathematics, Physics, Engineering, or Business Administration.

d. It is also recommended that Computer Science majors take MATH 355 – Combinatorics for additional background in mathematics.

### THE MINORS

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below.

#### The Minor in Computer Science

The Computer Science minor is intended for students who have a general interest in the workings and uses of computers. Minimum requirements for the minor in Computer Science are:

- a. COMP 150 – Computer Programming I (4)
- b. COMP 151 – Computer Programming II (3)
- c. COMP 250 – Computer Programming III (3)

d. 9 additional units, at least 6 of which are in upper-division courses (COMP 300 or above), excluding COMP 498.

**Note:** Neither COMP 100 nor COMP 498 may be applied toward the requirements for the minor in Computer Science.

#### The Minor in Information Science

The Information Science minor is intended for students who have a special interest in the analysis, design, implementation, and use of computer-based information systems and organizations. Minimum requirements for the minor in Information Science are:

- a. COMP 150 – Computer Programming I (4)
- b. COMP 151 – Computer Programming II (3)
- c. COMP 250 – Computer Programming III (3)
- d. 9 additional units, at least 6 of which are in upper-division courses chosen from:
  1. The Computer Science offerings listed in this *Bulletin*, excluding COMP 100 and COMP 498. COMP 330 and 345 are highly recommended; and,
  2. ITMG 350 – Management Information Systems.

### LOWER-DIVISION COURSES (COMP)

#### 100 Introductory Computer Programming (3)

An elementary introduction to computer programming and applications for non-majors and non-minors. Computer organization; problem solving; algorithms; structured programming in a simple computer language; computer applications; and current issues and trends in computer science. This course does not satisfy any of the requirements for the Computer Science major or minor and is not a substitute for COMP 150. (Every semester)

#### 150 Computer Programming I (4)

Algorithms and programming in a selected computer language; variables, expressions, statements; simple data types; sequence, decision, iteration; functions and proce-

RECOMMENDED PROGRAM OF STUDY			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<b>SEMESTER I</b> COMP 150 (4) MATH 150 (4) CC (9)	<b>SEMESTER I</b> COMP 250 (3) COMP 280 (3) [MATH 160 (3)] CC (9)	<b>SEMESTER I</b> COMP 310 (3) CC and Electives (12-15)	<b>SEMESTER I</b> Upper-division COMP elective (3) CC and Electives (12-15)
<b>SEMESTER II</b> COMP 151 (3) MATH 151 (4) CC (9)	<b>SEMESTER II</b> COMP 300 (4) COMP 330 (3) CC (9)	<b>SEMESTER II</b> COMP 360 (3) Upper-division COMP elective (3) CC and Electives (9-12)	<b>SEMESTER II</b> COMP 370 (3) Upper-division COMP elective (3) CC and Electives (9-12)

dures; input and output; sequential files; one-dimensional arrays; loop invariants; syntax analysis; and program design, documentation, and debugging. Prerequisite: MATH 115 or equivalent. COMP 100 is not a prerequisite. (Every semester)

### 151 Computer Programming II (3)

Continuation of COMP 150: floating point issues; two-dimensional arrays; records; linked lists, stacks, and queues; recursion; introduction to abstract data types, object-oriented programming, and algorithm analysis; and elementary sorting and searching. Prerequisite: COMP 150 or equivalent. (Every semester)

### 160 Programming Languages (3)

Introduction to a particular high-level programming language such as, Ada, C, COBOL, Lisp, or Prolog. Programming assignments appropriate to the language studied. Prerequisite: COMP 150 or equivalent. This course does not satisfy any of the requirements for the major in Computer Science.

### 250 Computer Programming III (3)

Continuation of COMP 151: trees; abstract data types and object-oriented programming; analysis of algorithms; additional sorting and searching techniques; hashing; file merging; GUI programming; topics in programming with another high-level language. Prerequisite: COMP 151 or equivalent. (Every semester)

### 280 Introduction to Assembly Language (3)

Machine structure; machine language; assembly language instructions and addressing modes; data representations; subroutines; macros; traps and interrupts; and input and output. Prerequisite: COMP 151. (Every fall semester)

## UPPER-DIVISION COURSES (COMP)

### 300 Principles of Digital Hardware (4)

Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week. Prerequisites: COMP 151 and MATH 160, or consent of instructor. (Every spring semester)

### 310 Operating Systems (3)

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming. Prerequisites: COMP 250, 280, and 300, or equivalent courses. (Every fall semester)

### 330 Data Structures and Algorithms (3)

Data structures and their application in programming; balanced trees, priority queues, sets, graphs, abstract data types, and object-oriented programming. Prerequisites:

COMP 250 and MATH 160, or equivalent courses. (Every semester)

### 340 Numerical Analysis (3)

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of linear equations; numerical integration; numerical solution of differential equations; interpolation; and problem solving on the computer. Prerequisites: COMP 150 and MATH 151. Cross-listed as MATH 340. (Every spring semester)

### 345 Database Management Systems Design (3)

Introduction to database concepts; data models; query facilities; and file organization and security. Prerequisite: COMP 330.

### 350 Computer Graphics (3)

The development of high-level, device-independent graphics routines; basic line drawing algorithms, text design, and other graphics primitives; 2-D representations of coordinate systems, image segmentation, and windowing. Prerequisites: COMP 330 and MATH 150.

### 355 Digital Modeling and Simulation (3)

Mathematical modeling; probabilistic and deterministic simulations; pseudo-random number generators; event generators; queuing theory; game theory; and continuous models involving ordinary and partial differential equations. Prerequisites: COMP 250 and MATH 151.

### 360 Principles of Programming Languages (3)

The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages. Prerequisite: COMP 250; COMP 280 is recommended. (Every spring semester)

### 370 Automata, Computability, and Formal Languages (3)

Finite state machines; formal grammars; computability and Turing machines. Prerequisites: COMP 330, or upper-division mathematics course. (Every spring semester)

### 465W Software Engineering (3)

Theoretical and practical aspects of software development; project planning; requirements and specification; general and detailed design; implementation; validation and verification; formal documentation. Students will participate in a team software project. Prerequisite: COMP 330.

### 480 Algorithms (3)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity. Prerequisites: COMP 330 and MATH 151.

#### 494 Special Topics (3)

Topics of special interest chosen by the instructor.  
Prerequisites: COMP 250 and consent of the instructor.  
COMP 494 may be repeated for credit with a different topic.

#### 498 Internship (1-3)

Practical experience in the application of the principles of computer science. Students will be involved in a software or hardware project. Enrollment is arranged on an individual basis according to the student's interest, background, and the availability of positions. A written report

is required. Units may not normally be applied toward the major or minor in Computer Science. COMP 498 may be repeated for a total of 3 units.

#### 499 Independent Study (1-3)

Individual study including library or laboratory research or program writing. A written report is required.  
Prerequisites: COMP 151 and consent of instructor.  
COMP 499 may be repeated for a total of 3 units.

## English

Eren Branch, Ph.D., Chair  
Cynthia Caywood, Ph.D.  
Dennis M. Clausen, Ph.D.  
Carlton D. Floyd, Ph.D.  
Sister Mary Hotz, R.S.C.J., Ph.D.  
Joseph Jonghyun Jeon, Ph.D.  
Peter Kanelos, Ph.D.  
Joseph McGowan, Ph.D.  
W. Douglas Payne, Ph.D.  
Gail Perez, Ph.D.  
Atreyee Phukan, Ph.D.  
Mary A. Quinn, Ph.D.  
Fred Miller Robinson, Ph.D.  
Abraham Stoll, Ph.D.  
Barton Thurber, Ph.D.  
Irene Williams, Ph.D.

### THE ENGLISH MAJOR

The English major affords students a rich educational experience in the history, theory, and appreciation of literature and in the craft of writing. Courses encourage students to develop skills in textual analysis and critical thinking, as well as expertise in understanding the vital role of artistic expression in society and culture.

In lower-division courses, students improve essential skills needed to understand and interpret literature and to

express their ideas in writing. Emphasizing poetry as well as prose, these courses invite students to read literature within a variety of social, cultural, and ethnic contexts.

Upper-division courses encourage a sense of literary history and tradition as well as an understanding of adaptation and change in cultural and literary conventions, from the early medieval origins of English to the present diversity of expression by users of this global language. With the freedom afforded by upper-division electives, the student is invited, for example, to explore U.S. ethnic and world literatures, to undertake the study of non-canonical works, to examine different genres and historical periods, or to nurture a specific interest through a series of related classes. The Senior Project option provides a further opportunity for in-depth study in the student's chosen area.

As one of the core disciplines of university education, the English major values both the pleasures we derive from literature and the challenges it brings to the ways we think about our cultural, political, and personal lives. This grounding in written expression, literary analysis, and cultural criticism provides excellent preparation for careers in fields such as law, business, government, education, or communications, as well as for graduate study in literature or writing.

### U P P E R - D I V I S I O N H I S T O R I C A L D I S T R I B U T I O N

Literature before 1660 can be fulfilled by: ENGL 310, 312, 314, 324, 326, 328.

Literature from 1660 to 1900 can be fulfilled by: ENGL 332, 334, 336, 342, 344, 348, 352, 355.

Literature from 1900 to the present can be fulfilled by: ENGL 356, 357, 358, 359, 360, 362, 364, 366, 368, 370.

### U P P E R - D I V I S I O N E L E C T I V E S

Additional electives can be chosen from any of the courses listed above or from the following: ENGL 304W, 318, 372, 374, 375, 376, 378, 380, 420, 493, 494, 495, 498. We encourage students to use these electives to develop a particular interest; this might be, for example, in medieval literature, African American cultural history, or creative writing.

### Major Requirements (39 units)

Students majoring in English must satisfy the Core Curriculum requirements as set forth in this *Bulletin* and complete all major requirements as presented in the following schedule:

*Lower Division* – 12 units

ENGL 222 – Poetry (3)

ENGL 280 – Introduction to Shakespeare (3)

Two lower-division elective courses (6 units) chosen from:

ENGL 223 – Studies in Genre (3)

ENGL 224 – Studies in Literary Tradition (3)

ENGL 225 – Studies in U.S. Literature (3)

ENGL 228 – Studies in World Literature (3)

*Upper Division* – 27 units

ENGL 300 – British Literature to 1800 (3)

24 upper-division units that must include the following distribution requirements:

Literature before 1660 (3)

Literature from 1660 to 1900 (3)

Literature from 1900 to the present (3)

An English “W” course (3)

### THE ENGLISH MINOR

#### Minor Requirements (18 units)

*Lower Division* – 9 units

ENGL 222 – Poetry (3)

ENGL 280 – Introduction to Shakespeare (3)

One lower-division elective course (3 units) chosen from:

ENGL 223 – Studies in Genre

ENGL 224 – Studies in Literary Tradition

ENGL 225 – Studies in U.S. Literature

ENGL 228 – Studies in World Literature

*Upper Division* – 9 units

ENGL 300 – British Literature to 1800 (3)

Two upper-division elective courses (6)

### ENGLISH COURSES (ENGL)

Students should consult the list provided by the English department each semester during the class reservation period for more details concerning the focus and materials of particular course offerings.

#### 100 Introduction to College Writing (3)

A writing workshop to prepare students to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including sentence work, understanding the importance of audience, editing, and revision. Readings selected from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

#### 121 Composition and Literature (3)

Fulfills the Core Curriculum requirement in lower-division written literacy. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

#### 122 Composition and Literature for Educators (3)

Fulfills the Core Curriculum requirement in lower-division written literacy for students planning to complete the Liberal Studies major. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. (Every semester)

#### 222 Poetry (3)

An introduction to the study of poetry. Readings include a variety of poetic forms and range across literary periods and nationalities. (Every semester)

#### 223 Studies in Genre (3)

Readings in a type of literature, ranging through periods and nationalities. May include drama, narrative, epic, tragedy, comedy, biography, autobiography, or others. (Every semester)

### W C O U R S E S

English “W” courses meet the Core Curriculum requirement for upper-division written literacy. Offerings vary and may satisfy both the “W” and a distribution requirement simultaneously. (Majors may not fulfill the requirement with 304W or 306W.)

### R E C O M M E N D E D P R O G R A M O F S T U D Y

Fulfill the lower-division requirements in the freshman and sophomore years. Take ENGL 300 early in the major, preferably before more specialized courses. Credential candidates are required to take ENGL 318. It is recommended that students preparing for graduate work in English take ENGL 380 and 495.

### **224 Studies in Literary Traditions (3)**

Readings in a particular body of literature, which may be defined formally, topically, ethnically, or otherwise, as it develops over a period of time. (Every semester)

### **225 Studies in U.S. Literature (3)**

Readings in some period or aspect of the literature of the United States. (Every semester)

### **228 Studies in World Literature (3)**

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. (Every semester)

### **231 Children's Literature (3)**

Literary and popular texts produced for children. Emphasis on analysis of how children's texts construct gender, sex, race, class, family structure, power relations, and violence, for example. Includes phonemic awareness, word analysis, and field experience. Reserved for students in credential programs.

### **280 Introduction to Shakespeare (3)**

Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). (Every semester)

### **298 Internship (1-3)**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered for 1 to 3 units of upper- or lower-division credit. (Every semester)

### **300 British Literature to 1800 (3)**

This course presents a survey of English literature from the seventh century (Caedmon) to 1800, including texts representative of the Old English and Medieval periods, the Renaissance, and the 18th century. Topics will include the evolution of the language and the development of literary/poetic form as well as historical and cultural contexts. Texts and writers usually include Beowulf, Chaucer, the Pearl Poet, Langland, Spenser, Sidney, Shakespeare, Donne, Milton, Pope, Swift, and others. (Every semester)

### **304W Advanced Composition (3)**

A workshop course in the writing of expository, descriptive, and critical prose. This course is designed to fulfill the upper-division written literacy requirement for non-English majors; it will fulfill an upper-division elective for English majors. (Every semester)

### **306W Advanced Composition for Educators (3)**

For Liberal Studies majors only. A workshop course in the writing of reflective, academic, and professional prose. Reading, writing, and research across the curriculum of the

public elementary school classroom. Includes completion of the Content Portfolio for the Liberal Studies major. (Every semester)

### **310 Dante (3)**

Dante's *Divine Comedy*, *Vita Nuova*, and selected other works in their literary and historical contexts. Texts will be read in English translation.

### **312 Studies in Medieval Literature (3)**

This course considers literary texts composed from late antiquity through to the 15th century that may be drawn from European and other traditions of the period (Persian, Arabic, Indian, Slavic, Chinese, others). The course may include such topics as: the Heroic age; the Arthurian cycle; the age of chivalry; the Crusades. Texts are generally read in translation.

### **314 Chaucer (3)**

The life and work of Geoffrey Chaucer, set in the historical and cultural context of late 14th century England. The course gives particular attention to *The Canterbury Tales*, as well as to some of Chaucer's shorter poems. Readings will be in Middle English.

### **318 Development of the English Language (3)**

Studies in the phonology, morphology, syntax, semantics, and pragmatics of the English language; synchronic and diachronic variation; current theories of the grammar of English; theories of language acquisition and contact. Required of teacher credential candidates.

### **324 Renaissance Drama (3)**

Studies in the drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

### **326 Renaissance Studies (3)**

Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction.

### **328 Milton (3)**

Studies in the poetry and prose of John Milton, with emphasis on *Paradise Lost*.

### **332 Restoration and Eighteenth-Century Studies (3)**

Studies in the prose and poetry of men and women writing between 1660 and 1800. Writers may include Behn, Burney, Dryden, Finch, Johnson, Montagu, Pope, and Swift. Readings are grounded in the social, intellectual, and cultural history of the period.

**334 Restoration and Eighteenth-Century Drama (3)**

Studies in the drama written between 1660 and 1800. Playwrights may include Behn, Centlivre, Congreve, Etheredge, Farquhar, Sheridan, and Wycherly. Readings are grounded in the social, intellectual, and cultural history of the period.

**336 Development of the Novel (3)**

This course studies the emergence and development of the novel in England as a distinct literary genre in the eighteenth and early nineteenth centuries. Authors may include Defoe, Richardson, Swift, Fielding, Sterne, Smollett, Lewis, and Austen.

**342 Romanticism (3)**

Poetry and prose of first- and second-generation Romantic writers. May include Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats, as well as Continental and American Romantic writers.

**344 Victorian Studies (3)**

Poetry and prose of the Victorian period. May include works by Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

**348 Nineteenth-Century Novel (3)**

Readings in Austen, Dickens, the Brontes, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period.

**352 U.S. Literature to 1900 (3)**

Reading will include works by Bradstreet, Hawthorne, Cooper, Poe, Twain, Dickinson, James, Whitman, Melville, and others.

**355 Early U. S. Nonfiction (3)**

Essays, autobiographies, journals, manifestos, travel writings, and reviews. May include works by Edwards, Franklin, Poe, Fuller, Douglass, Emerson, Peabody, Thoreau, Whitman, or others.

**356 U.S. Literature from 1900 to 1940 (3)**

Readings will include works by Crane, Robinson, Dreiser, Wharton, James, Cather, Frost, Fitzgerald, Hemingway, and others.

**357 Modern U.S. Nonfiction (3)**

Essays, autobiographies, and miscellaneous prose since 1850. May include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, Baldwin, Lorde, Rich, or others.

**358 U.S. Ethnic Literature (3)**

Studies in African American, Asian American/Pacific Islander, Chicano/Latino, and Native American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

**359 Modern U.S. Fiction (3)**

Major works in relation to issues in 20th century U.S. literature and culture. May include novels or short stories by Wharton, Stein, Hemingway, Faulkner, Fitzgerald, Wright, Morrison, or others.

**360 Modern Poetry (3)**

A selection of poets from early modernists to the present. May include works by Yeats, Stein, Eliot, Stevens, Hughes, Brooks, Rukeyser, Sexton, Yau, and others.

**362 Modern Drama (3)**

A study of selected plays from the past 125 years. Playwrights may include Ibsen, Chekhov, Shaw, Brecht, O'Neill, Churchill, Mamet, August Wilson, and others.

**364 Postcolonial Studies (3)**

Studies in the literature that has arisen from European empires around the globe and the struggles of colonized peoples. Emphasis on the British Empire and the new nations of South Asia, Africa, and the Caribbean. May include historical contexts and non-literary works.

**366 Modern European Literature (3)**

Readings may include works (in translation) by Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, and others.

**368 Modern British Literature (3)**

Major works in relation to issues in 20th century British literature and culture. Writers may include Conrad, Lawrence, Joyce, Forster, Woolf, Shaw, Auden, Lessing, and others.

**370 Contemporary Fiction (3)**

Studies in selected works of recent fiction from around the world.

**372 Film Studies (3)**

Aspects of film as narrative are considered. Topics may include film genres (the silents and early talkies, historical dramas, film noir, *cinéma vérité*), cinematic adaptation of literary texts, film theory, the history of film. Restricted to English majors.

### 374 Gender and Literature (3)

Studies in the social and cultural construction of gender in literature and literary theory, as well as the impact of gender on the formation of literary canons.

### 375 Introduction to Creative Writing (3)

A workshop on imaginative writing, with examples drawn from literature.

### 376 Topics in Creative Writing (3)

Workshop discussion and analysis of student poetry, fiction, or drama (including screen-writing). Prerequisite: ENGL 375, or consent of instructor.

### 378 Methods of Teaching Writing (3)

Workshop in the teaching of expository, descriptive, and critical prose. Prerequisite: Fulfillment of the Core Curriculum requirement in upper-division written literacy (any "W" course).

### 380 Literary Theory (3)

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists. Recommended for students planning on graduate work.

### 420 Advanced Studies in Shakespeare (3)

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Prerequisite: ENGL 280 or consent of instructor. (Spring semester)

### 493 Writing Center Tutors (1-3)

Theory and practice for Writing Center tutors. Consent of Writing Center director required. (Every semester)

### 494 Special Topics (3)

Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

### 495 Senior Project (3)

A capstone course designed to help seniors produce an original research project. Addresses research methods, critical thinking, and writing process. Recommended for students planning on graduate work.

### 498 Internship (1-3)

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered every semester for 1 to 3 units of upper- or lower-division credit. Other internship opportunities in the workplace or community involving writing or reading may be arranged by students with the consent of a faculty advisor and the department chair.

### 499 Independent Study (1-3)

Arranged with the consent of a faculty advisor and the department chair. Restricted to upper-division English majors or students who have completed at least one upper-division literature course.

## Environmental Studies

Michel A. Boudrias, Ph.D., Chair

Elizabeth D. Baker Treloar, M.S.

Hugh I. Ellis, Ph.D.

Sarah C. Gray, Ph.D.

Ronald S. Kaufmann, Ph.D.

Anne A. Sturz, Ph.D.

Zhi-Yong Yin, Ph.D.

### THE ENVIRONMENTAL STUDIES MINOR

The Environmental Studies minor is offered by the Department of Marine Science and Environmental Studies. The Environmental Studies minor is intended to accompany majors in the natural sciences, liberal arts, business, or education. This minor is intended to provide course work in subjects that will help a student work in fields related to environmental policy or management. This minor requires consultation with the Environmental Studies advisor prior to registering for ENVI 300. A minimum of 18 units is required. Certain courses offered

through field programs (like the School for Field Studies) may satisfy some requirements of the minor.

#### Required Courses

*Lower Division*

Take either:

ENVI 102 (= BIOL 102) – Ecology and Environmental Biology (3) OR

ENVI 121 – Life in the Ocean (4)

Take either:

ENVI 110 – Introduction to Physical Geography and Earth Systems (4) OR

MARS 120 – Introduction to Physical Oceanography (4)

*Upper Division*

ENVI 300 – Environmental Issues (3)

Prerequisites for ENVI 300 are ENVI 110 (or equivalent physical science) and ENVI 121 or ENVI 102 (= BIOL 102) or BIOL 190

Take three courses, including at least one science course with laboratory and at least one non-science course. Note: Some of these courses have additional prerequisites.

#### Science Courses

ENVI 305 – Environmental Assessment Practices (3)  
 ENVI 315 – Geographic Information Systems (3)  
 ENVI 331W – Coastal Environmental Science (4)  
 ENVI 420 – Introduction to Remote Sensing (4)  
 ENVI 485 – Environmental Geology (4)  
 ENVI 487 – Surface Water Hydrology (4)  
 MARS 427 – Marine Environment (3)  
 MARS 474 – History of the Earth and Climate (3)

#### Non-Science Courses

ANTH 335 – Nautical Archeology (3)  
 ANTH 336 – Pre-Classical Seafaring (3)  
 ANTH 339 – Post-Medieval Seafaring and Empire (3)  
 ECON 308 – Environmental and Natural Resource Economics (3)  
 HIST 370 – American Environmental History (3)  
 PHIL 334 – Studies in Ethics (3)  
 PHIL 338 – Environmental Ethics (3)  
 POLS 329 – Law of the Sea (3)  
 POLS 349 – Politics and the Environment (3)

### ENVIRONMENTAL STUDIES COURSES (ENVI)

#### 102 Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratories will include field trips, one of which will be an overnight trip to the desert. This course satisfies the Core Curriculum requirement for a life science and a laboratory. Two lectures and one laboratory per week. Cross-listed as BIOL 102. (Every semester)

#### 104 Natural Disasters (3)

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. This course satisfies the Core Curriculum requirement for a physical science course without a laboratory. (Every semester)

#### 109 Introduction to Physical Geography (4)

An introductory course to give students a comprehensive overview of the earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, hydrosphere, and biosphere. Various global environmental issues also will be examined from the perspective of physical geography. Three lectures and one laboratory per week and some field experience, which may include an overnight trip. This course satisfies the Core Curriculum requirement for a physical science course with a laboratory. (Fall semester)

#### 110 Introduction to Earth Systems (4)

Lecture and field investigations of geographic and geological processes. The objective of this course is to give students a comprehensive overview of the earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, and hydrosphere. Three lectures and one laboratory per week and some field experience, which may include an overnight trip. (Every semester)

#### 121 Life in the Ocean (4)

An introduction to the organisms in the ocean, including their phylogenetic and ecological interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the Core Curriculum requirement for a life science and for a laboratory course. This course will not satisfy the requirements of the Marine Science major. Three lectures and one laboratory per week. (Every semester)

#### 210 Introduction to Earth Science (4)

Lecture and field investigations of geologic processes and geologic history. Laboratories include field work; an overnight trip may be required. This course satisfies the Core Curriculum requirement for a physical science with a laboratory. Prerequisite: Prior completion of, or concurrent enrollment in, BIOL 221/221L or ENVI 121. Three lectures and one laboratory per week.

#### 215 Introduction to Maps and Spatial Data Analysis (3)

Use of maps as an analytical tool. Topics include: map reading; the use of maps as a medium for describing and analyzing various types of spatially-distributed data; stereoscopic interpretation and cartographic representation of landforms, vegetation, and land use. Laboratory exercises will use ArcView software. Two hours lecture and one three-hour laboratory per week. Prerequisite: MATH 115. (Fall semester)

### **300 Environmental Issues (3)**

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. Three hours of lecture. Prerequisites: ENVI 110 (or equivalent physical science) and ENVI 121 or ENVI 102 (= BIOL 102) or BIOL 190.

### **305 Environmental Assessment Practices (3)**

An interdisciplinary approach to environmental decision making. An introduction to the law relative to environmental impact reports, their contents and development. Prerequisites: Either ENVI 109, 110, or 210 and ENVI 102 or 121.

### **312 Introduction to GIS (3)**

An overview of Geographic Information Systems (GIS), including its history, role in complex spatial analysis projects, and geographic data management. Related technologies such as global positioning system (GPS) and remote sensing also will be introduced. Laboratory exercises will emphasize digital cartography using ArcView software. Two hours of lecture and one laboratory per week. Prerequisite: MATH 115.

### **315 Geographic Information Systems (3)**

Theory and practice of Geographic Information Systems (GIS) as a tool for the display and manipulation of spatial data. Applications include: urban planning; land use classification; biomass analysis; crop monitoring; forest resource assessment and management; and disaster assessment, management, and recovery. Laboratory exercises will use ArcInfo software. Two hours of lecture and one laboratory per week. Prerequisites: ENVI 215 and MATH 115 or consent of instructor. (Spring semester)

### **331W Coastal Environmental Science (4)**

An interdisciplinary study of physical, chemical, and biological processes in the oceans with an emphasis on coastal environments. Topics include coastal oceanography, nutrient distribution and geochemical cycles, primary productivity, food webs and fisheries, and benthic habitats. This course examines the interactions between abiotic forces in the oceans and the organisms that live in a variety of habitats. Environmental issues will be connected to major scientific themes. Three lectures and one laboratory per week. Prerequisites: MARS 120 and ENVI 121 or BIOL 221/221L. (Fall semester)

### **355 Environmental Chemistry (3)**

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week. Prerequisites: CHEM 301/301L. Cross-listed as CHEM 355.

### **361 Ecological Communities of San Diego County (2)**

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly. Cross-listed as BIOL 361.

### **364 Conservation Biology (4)**

This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three lectures and one laboratory per week. Prerequisites: BIOL 190, 221/221L, 225/225L, and 300. Cross-listed as BIOL 364. (Spring semester)

### **420 Introduction to Remote Sensing (4)**

An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging, and methods of digital image processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed. Three lectures and one laboratory per week and some field trips. Prerequisites: ENVI 215 or 312 and at least one course in physical science, or consent of instructor.

### **471 Near Shore Processes (3)**

Physical and chemical processes which influence coastal sediment, water mass distribution, and chemical composition. Topics include: currents and ocean circulation patterns on the continental shelf; coastal erosion and deposition; river flux and its influence on the chemical composition of seawater; sediment transport; and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Three lectures per week. Prerequisites: CHEM 152/152L, MARS 120, and PHYS 136 or 270. Cross-listed as MARS 471.

**485 Environmental Geology (4)**

This course will provide an in-depth examination of the geologic principles and issues pertinent to the environmental consulting industry. It will include a discussion of geologic hazards including floods, mass wasting, earthquakes, and erosion. An examination of the geology of groundwater occurrence, groundwater flow, and groundwater development and management will also be addressed. Specific examples from the San Diego region will be emphasized. Three lectures and one laboratory per week. Prerequisites: ENVI 110 (or ENVI 109 and 210), and MATH 115 or Calculus; or consent of instructor. (Spring semester)

**487 Surface Water Hydrology (4)**

A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California. Three lectures and one laboratory per week and some field trips. Prerequisites: ENVI 110, or consent of instructor. An introductory course in statistics is recommended.

**494 Special Topics in Environmental Studies (2-4)**

Topics of special interest and/or unique opportunity. Prerequisites: Upper-division standing and consent of instructor or chair of Marine Science and Environmental Studies; other prerequisites may apply.

**495 Senior Seminar (1)**

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to, and required of, all senior students majoring in Environmental Studies. (Every semester)

**496 Research (1-3)**

Directed research in environmentally related areas of the student's choosing. Since many of the projects may be interdisciplinary in nature, the student must contact the chair of Marine Science and Environmental Studies well in advance of enrolling in the class.

**497 Undergraduate Laboratory Assistant (1)**

Assist laboratory instructor in all aspects of an Environmental Studies laboratory. Prerequisite: Consent of instructor. Unit counts toward graduation, but not toward major/minor. Pass/fail only. (Every semester)

**498 Internship (1-3)**

Experience in the practical and experimental application of the field. Students will be involved in research projects conducted by agencies and institutions outside the University, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. Two units taken in consecutive semesters recommended, but variations can be arranged with instructor or chair of Marine Science and Environmental Studies in advance. Maximum of 3 units. Pass/fail only. (Every semester)

**499 Independent Study (1-2)**

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly meeting. The student will be required to submit a written report suitable for inclusion in the Environmental Studies Library. Prerequisite: Consent of the chair of Marine Science and Environmental Studies.

# Ethnic Studies

## Director

Alberto López Pulido, Ph.D., Sociology

## Affiliated Faculty

Eren Branch, Ph.D., English

Roy Brooks, J.D., School of Law

Michelle Madsen Camacho, Ph.D., Sociology

Leeva C. Chung, Ph.D., Communication Studies

Evelyn Diaz Cruz, M.F.A., Theatre Arts

Esteban del Rio, Ph.D., Communication Studies

Robert Barry Fleming, M.F.A., Theatre Arts

Carlton Floyd, Ph.D., English

Kenneth Gonzalez, Ph.D., School of Leadership and  
Education Sciences

Michael Gonzalez, Ph.D., History

Michael Ichiyama, Ph.D., Psychology

Joseph Jonghyun Jeon, Ph.D., English

Judith Liu, Ph.D., Sociology

A. Rafik Mohamed, Ph.D., Sociology

Gail Perez, Ph.D., English

Reyes Quezada, Ed.D., School of Leadership and  
Education Sciences

Thomas E. Reifer, Ph.D., Sociology

Jaime Romo, Ed.D., School of Leadership and  
Education Sciences

## THE ETHNIC STUDIES MAJOR

Ethnic Studies is an interdisciplinary program that allows students to study in-depth both the historical formation of ethnic groups in American society and the cultural contributions of these groups. While the program focuses on African Americans, Asian/Pacific Islander Americans, Chicanos/Latinos, and Native Americans, it also provides a comparative perspective on the interrelationships among these and European American groups. Its goals and objectives include the following: 1) to study, in a rigorous way, historically underrepresented ethnic and racial groups in the context of U.S. development; 2) to allow all students to have access to this understanding and to provide an opportunity for students of color to study their own histories and cultures; 3) through this study, to promote cross-cultural understanding and an engagement with the problems and challenges of contemporary society; and, 4) to establish ties between students and the local community through community service and internships. The major will prepare students for careers in law, education, business, social work, journalism, politics, counseling, public health, and other fields, as well as for graduate work in Ethnic Studies. With its strong emphasis on critical thinking and communication, the Ethnic Studies major trains its students in skills that employers value in a competitive global economy.

## Preparation for the Major

9 units of lower-division courses:\*

ETHN 100 – Introduction to Ethnic Studies (3)

ETHN 110 – Ethnic Identity in the United States (3)

Three units to be selected in consultation with an advisor.

\*Students must complete ETHN 100 and 110 before beginning their upper-division courses.

## Major Requirements

The major is interdisciplinary and requires 30 units of upper-division course work to be distributed among the two core courses and the three areas of concentration:

A. Identity Formation and History

B. Arts, Culture, Performance, and Spirituality

C. Community, Policy, and Justice.

There are 6 units of core classes that every student must take, the first of which, ETHN 300, should be completed at the beginning of upper-division course work. Course work will culminate in the capstone course, ETHN 497C, a community-based research seminar. Students are required to take at least one course in each of the three areas of concentration and must complete at least 15 total units in one of the designated areas. Areas of concentration are designed to emphasize a thematic and comparative ethnic group focus. The area of concentration will be elected by the student with guidance from an advisor. Students are required to take at least 9 total units from the two remaining areas of concentration. In addition to the capstone course, at least one course must be a “C” or community service-learning course. Additional courses generated each semester by the program committee may also be applicable.

The curriculum layout is as follows:

I. Core Courses (6 units)

ETHN 300 – Research and Critical Perspectives in Ethnic Studies (3)

ETHN 497C – Advanced Ethnic Studies (3)

II. Core Areas of Concentration\*

A. Identity Formation and History

ANTH 320D – North American Indian Culture (3)

COMM 475 – Intercultural Communication (3)

ENGL 358 – U.S. Ethnic Literature (3)

ENGL 494 – Special Topics (3)

Toni Morrison’s Fiction

Literature of the Borderlands

HIST 380 – History of the American West (3)

HIST 383 – Chicano History (3)

HIST 389 – History of California (3)

PSYC 324 – Cross-Cultural Psychology (3)

SOCI 375 – The U.S. Mosaic (3)

SOCI 494 – Special Topics in Contemporary Sociology (3)  
Asian Americans  
Comparative Sociology of Chicanos/Latinos  
Sociology of Gender

B. Arts, Culture, Performance, and Spirituality

COMM 432 – Film and Cultural Politics (3)

ENGL 364 – Postcolonial Studies (3)

ENGL 494 – Special Topics (3)

Toni Morrison's Fiction

Literature of the Borderlands

SOCI 494 – Special Topics in Contemporary Sociology (3)

Asian-Americans

Comparative Sociology of Chicanos/Latinos

Sociology of Gender

THRS 320 – Native American Religious Traditions (3)

THRS 321 – Afro-Latin Religions (3)

THRS 358 – U.S. Latino/a Catholicism (3)

THRS 368 – U.S. Latino/a and Latin American  
Theologies (3)

C. Community, Policy, and Justice

ENGL 494 – Special Topics (3)

Toni Morrison's Fiction

Literature of the Borderlands

POLS 316 – Sex, Power, and Politics (3)

POLS 366 – Politics in Mexico (3)

POLS 374 – U.S. Latin-American Relations (3)

PSYC 359 – Health Psychology of Women and Ethnic  
Groups (3)

SOCI 331 – Race and Ethnic Relations (3)

SOCI 464C – Community, Consensus, and Commitment (3)

SOCI 472 – Law and Society (3)

SOCI 494 – Special Topics in Contemporary Sociology (3)

Asian-Americans

Comparative Sociology of Chicanos/Latinos

Sociology of Gender

\*This course list does not represent all courses offered each semester. Please check with the director of the Ethnic Studies program at the beginning of each semester for an updated list.

## THE ETHNIC STUDIES MINOR

The Ethnic Studies minor is an 18-unit program, consisting of 3-9 lower-division units and 9-15 upper-division units, including the following:

1. ETHN 100 – Introduction to Ethnic Studies (3)
2. ETHN 110 – Ethnic Identity in the United States (3)
3. Students must take a total of 12 units of elective course work. Students must take at least one course from each concentration and an additional course from the concentration of their choice. One course must be a “Y” community-based or community service-learning course.

## ETHNIC STUDIES COURSES (ETHN)

### 100 Introduction to Ethnic Studies (3)

An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African Americans, Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other groups are also discussed.

### 110 Ethnic Identity in the United States (3)

This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes.

### 300 Research and Critical Perspectives in Ethnic Studies (3)

A research course that covers both theoretical and methodological perspectives in Ethnic Studies. The course will focus on the application of theory to research design with an emphasis on the construction of a research proposal, how to structure a research argument, and data analysis.

### 494 Special Topics in Ethnic Studies (3)

An in-depth analysis of selected contemporary and special topics in ethnic studies, with specific course content to be determined by particular interest and expertise of instructor and students. May be repeated for credit with different course content. (Offered on demand)

### 497 Advanced Ethnic Studies (3)

A seminar devoted to advanced study in the field. Students will conduct community-based research, applying theoretical perspectives to experiences with various local groups, organizations, collectives, or neighborhoods. The course is equivalent to a Senior Thesis Project.

### 499 Independent Study (1-3)

Individual study and written research. Prerequisites: Consent of instructor and program director.

# Gender Studies

## Program Coordinators

Tom Reifer, Ph.D., Sociology

Sandra Sgoutas-Emch, Ph.D., Psychology

## THE GENDER STUDIES MINOR

Gender Studies is an interdisciplinary academic minor that takes as its focus the history, development, and consequences of culturally acquired sexual identities. It is a field of study as complex as the many disciplines it weaves together. At USD, those disciplines include anthropology, business, communication, economics, English, French, philosophy, political science, psychology, religion, and sociology. Gender Studies addresses such topics as the acquisition of gender identity across cultures; the influence of gender upon spirituality, moral choice, creativity, and language use; the relationship of gender to a wide spectrum of social problems such as poverty and violence; and the history of various gender-related issues such as family life, marriage, reproduction, divorce, child rearing, sexual behavior, and sexual orientation.

The Gender Studies minor is an 18-unit program that includes the following requirements:

1. GNDS 101 – Introduction to Gender Studies (3);
2. Two lower- or upper-division elective courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this *Bulletin*;
3. Two elective upper-division courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this *Bulletin*. Thus 3-9 units of lower-division work, and 9-15 units of upper-division course work are required;
4. Two of the four elective courses listed in items 2 and 3 above must be in the Humanities and two must be in the Social Sciences; and,
5. GNDS 495 – Advanced Gender Studies (3)

## GENDER STUDIES COURSES (GNDS)

### 101 Introduction to Gender Studies (3)

An interdisciplinary introduction to such issues as gender socialization; men, women, and friendship; men, women, and romance; gender and communication; gender and language; gender and the media; gender and morality; gender and economics; gender and ways of knowing; gender and spirituality; etc.

### 494 Topics in Gender Studies (3)

An advanced course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as Violence Against Women; The Men's Movement; Contemporary Theories of Love Relationships; and Lesbian, Gay, and Bi-sexual Issues. This course may be repeated for credit when the topic changes.

Students must have completed 12 units of course work in the Gender Studies minor or have consent of the instructor.

### 495 Advanced Gender Studies (3)

A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students' areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

### 499 Independent Study (1-3)

A program of advanced study in an area of special interest, arranged between the student and the instructor. The Independent Study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project. Prerequisite: Approval of one of the Gender Studies program coordinators.

## INTERDISCIPLINARY COURSES

Courses in this edition of the *Undergraduate Bulletin* that count toward the Gender Studies minor are listed below. Other courses that will count toward the minor will be provided on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course descriptions under the appropriate departmental listings.

### Social Sciences

- ANTH 355 – Anthropology of Gender (3)
- COMM 325 – Interpersonal Communication (3)
- COMM 445 – Gender Communication (3)
- ECON 321 – Women and Work (3)
- POLS 316 – Sex, Power, and Politics (3)
- PSYC 314 – Developmental Psychology: Childhood and Adolescence (3)
- PSYC 316 – Developmental Psychology: Adulthood and Aging (3)
- PSYC 347 – Behavior Genetics (3)
- SOCI 110 – Contemporary Social Issues (3)
- SOCI 311 – Popular Culture (3)
- SOCI 353 – Marriage and the Family (3)
- SOCI 357 – Inequality and Stratification (3)
- SOCI 369 – Sexualities in Contemporary Society (3)
- SOCI 375 – The U.S. Mosaic (3)
- SOCI 385 – Aging and Society (3)
- SOCI 388 – Sport in Social Context (3)

### Humanities

- ENGL 332 – Restoration and Eighteenth-Century Studies (3)
- ENGL 360 – Modern Poetry (3)

ENGL 370 – Contemporary Fiction (3)  
 ENGL 374 – Gender and Literature (3)  
 ETHN 100 – Introduction to Ethnic Studies (3)  
 ETHN 497 – Advanced Ethnic Studies (3)  
 FREN 414 – French Women Writers (3)  
 PHIL 343 – Gender and Economic Justice (3)  
 PHIL 490 – Philosophy of Love (3)  
 THRS 114 – Introduction to Catholic Theology\* (3)  
 THRS 334 – Christian Social Ethics\* (3)

THRS 343 – Christian Marriage\* (3)  
 THRS 370 – Gender and Religion in the United States (3)

#### **Business Administration**

MGMT 306 – Women in Management (3)

\*Students must consult with Gender Studies advisors to assure enrollment in the appropriate section.

## History

Molly A. McClain, Ph.D., Chair  
 Jonathan Conant, Ph.D.  
 Iris H. W. Engstrand, Ph.D.  
 Colin Fisher, Ph.D.  
 Michael J. Gonzalez, Ph.D.  
 James O. Gump, Ph.D.  
 Steven E. Schoenherr, Ph.D.  
 Kenneth P. Serbin, Ph.D.  
 Kathryn C. Statler, Ph.D.  
 Yi Sun, Ph.D.

### **THE HISTORY MAJOR**

Live in the present, plan for the future, study the past. The History department's 10 full-time faculty members offer classes in American, British, European, Latin American, Middle Eastern, African, Japanese, and Chinese history. Faculty balance their commitment to undergraduate teaching with research, producing award-winning books and articles on a regular basis. We bring our research interests into the classroom. Students learn to work with original sources and to think critically about a wide variety of historical issues.

#### **Preparation for the History Major: Lower-Division Requirements**

History majors are required to take 12 units of lower-division course work. Students must choose two of the following lower-division American history classes (6 units): HIST 117, 118, 125D, 126D. They also must choose two of the following lower-division World history classes (6 units): HIST 102, 103, 108, 109, 116, 130, 140, 170, 171.

#### **History Major: Upper-Division Requirements**

In addition to lower-division requirements, History majors also must take 24 units of upper-division course work, including HIST 300W – Historian's Methods – a class that fulfills the Core Curriculum requirement for written literacy. In the major, students must take at least two upper-division courses in each of the following three

categories: 1) the United States, 2) Europe, and 3) World. Students may choose to do a 3-unit internship at one of the many museums and historical societies in San Diego. They also may develop and write an original research paper in HIST 495 – Senior Colloquium.

### **THE HISTORY MINOR**

History minors are required to take 6 units of lower-division classes and 12 units of upper-division courses selected in consultation with a faculty advisor in History.

#### **The Social Science Teaching Credential**

Students interested in pursuing a Social Science Teaching Credential should consult the department chair.

**Note:** For graduate courses in History, or a Master of Arts in Teaching (M.A.T.), see the current *Graduate Bulletin*.

### **LOWER-DIVISION COURSES (HIST)**

#### **102 The Ancient World (3)**

This course is an overview of world history from the beginning of time to the Middle Ages. Topics include the evolution of the human species, the formation of hunter-gatherer societies, and the rise of great civilizations in the Middle East, Africa, India, China, Europe, and the Americas. There is a particular focus on culture and social evolution, which will provide for an appreciation of the richness of history and heighten the student's capacity for the meeting of other peoples in today's world of rapid transportation and instant international communication.

#### **103 The Medieval World (3)**

This course offers an introduction to medieval society, culture, and politics from A.D. 400 to A.D. 1400. It begins with the decline of the Roman Empire and the rise of three new civilizations: Byzantium, the Islamic world, and the medieval West. The course will focus on the interactions among these three civilizations over the course of the Middle Ages. In addition, students will learn how medieval

people encountered life, death, and the afterlife. They will discuss the origins of the Crusades, the conflict of chivalry and warfare, the interplay of imagination and reality, and the construction of the Christian faith.

### 108 The Atlantic World, 1500-1800 (3)

Drawing together the histories of four continents – Europe, Africa, North America, and South America – this course explores the nature and meaning of the new Atlantic world created by the interaction of the peoples of the old and new worlds. It examines the Atlantic world through the experiences of the men and women – European, African, and Native American – who inhabited it from the mid-fifteenth century through about 1820. Students will learn about the often volatile and constantly shifting mixture of people and pathogens, of labor systems and crops, and of nations, empires, and subjects that contributed to the painful and unexpected emergence of this new Atlantic community. They will also explore the unique transnational and multicultural character of this region.

### 109 The Pacific World, 1500-1800 (3)

This course focuses on the discovery and exploration of the Pacific World – including Australia and New Zealand, the Philippines, Micronesia, Melanesia, Polynesia, Hawaii, Alaska, and the Americas – from 1500 to 1820. It looks at the ways in which disease, migration, trade, and war drew together vast, diverse collections of human beings from around the globe: Russian fur traders, Spanish missionaries, Japanese fishermen, French and Spanish explorers, British naval officers, German naturalists, Tahitian translators, Aleutian hunters, Polynesian navigators, and Yankee merchants. Students will have the opportunity to explore the incorporation of this unique transnational and multicultural region into a world economy.

### 116 War and Peace in the Modern World (3)

The ending of the Cold War seemed to promise a new world order characterized by respect for human rights, principles of democracy, and the rule of law. Instead, we enter the 21st century plagued by global conflict and bur-

dened by spasms of terrorism, radical nationalism, ethnic cleansing, a growing gap between rich and poor, and the proliferation of nuclear and biological weapons. Where did these problems arise and why have they not gone away? Furthermore, how have societies gone about managing conflict and sustaining peace over the past two hundred years or so? This class will assist students in gaining historical perspective on these questions by exploring the underlying causes of war, revolution, terrorism, and genocide in modern world history. The course will begin with an analysis of the contemporary scene and then back up to explore the historical evolution of conflict and its resolution since the era of revolutionary France. Utilizing a global perspective, students will analyze the strengths and weaknesses of various attempts at managing and resolving conflict in the modern world. (Meets lower-division requirement for the Peace and Justice Studies minor)

### 117 U.S. History to 1870 (3)

This course is a survey of American history from pre-colonial times through Reconstruction. It explores a wide variety of factors (economic, political, social, and cultural) that shaped the formation of the United States. Core themes include the Revolution, the Constitution, the Civil War, conflicts with indigenous peoples, the emergence of a market society, racial slavery, the place of women, geographic expansion, popular protest, and elite rule. The course challenges commonly held beliefs about the past, and it encourages students to examine the veracity of popular beliefs about American history.

### 118 U.S. History, 1870 to the present (3)

This course is designed to explore America's historical development from the Reconstruction era to the present. It explores a wide variety of factors (political, economic, social, and cultural) that contributed to the creation of a multicultural industrial society and that shaped America's emergence as a world power. We will analyze key issues such as the changing relationships between government and the governed, the growth of a strong central state, the creation of a modern industrial economy, the evolution of an increas-

R E C O M M E N D E D P R O G R A M O F S T U D Y			
<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>
<b>SEMESTER I</b> Preceptorial (3) Lower-division HIST (3) CC or Electives (9-10)	<b>SEMESTER I</b> Lower-division HIST (3) CC or Electives(12-13)	<b>SEMESTER I</b> HIST 300W (3) Upper-division HIST (3) CC or Electives (9-10)	<b>SEMESTER I</b> Upper-division HIST (6) CC or Electives (9)
<b>SEMESTER II</b> Lower-division HIST (3) CC or Electives (12-13)	<b>SEMESTER II</b> Lower-division HIST (3) CC or Electives (12-13)	<b>SEMESTER II</b> Upper-division HIST (6) CC or Electives (9-10)	<b>SEMESTER II</b> Upper-division HIST (6) Electives (9)

ingly heterogeneous society, the country's development into a world power, the Cold War at home and abroad, and the origins and consequences of the Vietnam War.

### **125 Race and Ethnicity in the American Experience (3)**

This course provides students with a basic understanding of how race and ethnicity have influenced American society from the colonial period to the present. Students will be exposed to a variety of topics and historical events that will help explain how and why Americans' attitudes about racial and ethnic differences changed over time. They also will look at how these attitudes have affected the nation's major immigrant and racial minority populations. Finally, the course will examine how ideas and attitudes about race affected major societal institutions and social policies in the United States.

### **126 American Women in History (3)**

This course explores the impact of historical events on the lives of American women and the varied roles women played in the shaping of American history. Topics include: witchcraft in New England; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women's political activities including the antislavery movement, the suffrage movement, the 19th Amendment, and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns, and leisure activities.

### **130 Introduction to East Asia (3)**

This course focuses primarily on the histories of China and Japan from the mid-19th century to the present. While placing the stories of these two countries in a cultural and historical framework, narrated chronologically, it will pay special attention to the similarities and differences between them, as well as the interplay between domestic forces in the two societies and the external impetus. The course will also address issues concerning the historical developments in Korea, and discuss the contemporary experiences of Taiwan and Hong Kong. Through this class, students are expected to understand the cultural traditions of East Asia, the causal relationships between key historical events, the complexities of East Asia-U.S. relations and the role that East Asian countries are playing in today's changing world. (Lower-division requirement for the Asian Studies Minor)

### **140 Modern Europe: Culture and Society (3)**

This class explores the cultural and intellectual changes that shaped the development of Western Europe from 1700 to the present. It pays particular attention to the core values of the Enlightenment heritage: rationality, political freedom, inner freedom, humanism, equality, and

human dignity. Topics include the French Revolution and the Romantic movement; the challenge of Marxism; scientific culture and the rise of Social Darwinism; modern art and modern consciousness; the "new" imperialism; world wars and totalitarian governments in the 20th century.

### **170 World History I (3)**

The major purpose of World History I is to engage students in the study of ancient, medieval, and early modern world history in order to achieve a more critical and integrated understanding of global societies and cultures. Students trace the rise and fall of ancient civilizations and the development of feudalism as a social and economic system in Europe and Japan. They identify the art, architecture, and science of pre-Columbian America. They describe the role of Christianity in medieval and early modern Europe, its expansion beyond Europe, and the role of Islam and its impact on Arabia, Africa, Europe, and Asia. They also trace the development of the Renaissance and Scientific Revolution in Europe, the rise of early capitalism, and the evolution of the idea of representative democracy.

### **171 World History II (3)**

The major purpose of World History II is to engage students in the study of modern world history in order to achieve a more critical and integrated understanding of global societies and cultures during the past five hundred years. In addition to examining early encounters and exchanges among Europeans, Amerindians, and Africans, students will explore transformations in early modern Europe; analyze developments in Africa and the Middle East between 1400 and 1800; examine the origins, outbreak, and effects of revolutions in the Atlantic world; evaluate the nature and consequences of national unification movements in the nineteenth century; consider the bases, expressions, and effects of western dominance after 1750; investigate the origins and outcomes of world war, revolution, and genocide in the 20th century; trace the disintegration of western empires after the second world war; and ponder the global challenges of the post-Cold War era.

## **UPPER-DIVISION COURSES (HIST)**

### **300W Historian's Methods (3)**

Beginning seminar in historical research, problems of investigation, critical analysis, and presentation, correct use of footnotes and bibliography; acquaintance with major libraries, archives, and the use of media techniques. Some attention to the development of historical writing and the philosophy of history. This course fulfills the Core Curriculum writing requirement. (Every year)

### **308 Historical Archeology (3)**

This course will introduce method and theory in historic sites archeology; historic preservation law; and cultural resources management. It will include a discussion of field and laboratory methods; classification and analyses of material culture; and data presentation methods. Field trips to local historical sites will be included.

### **310 Ancient Near East (3)**

This course explores cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian, Hittite, Phoenician, and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. Course covers the period through Cyrus the Great.

### **311 Greek Civilization (3)**

This course explores the history of ancient Greece from the time of the Trojan War to the death of Alexander the Great. Students use the works of ancient Greek historians, poets, and thinkers together with art and archaeology to investigate Greek religion, culture, and warfare, as well as the origins and development of democracy, philosophy, and drama. (Every other year)

### **312 Roman Civilization (3)**

This class examines ancient Rome's rise to greatness from the early days of the Republic through the rule of the emperors to the crisis of the later empire. Students explore the transformation of Rome from a single hilltop town to the greatest Mediterranean empire in history. Topics include the army, barbarians, the frontier, Julius Caesar, Romanization, and the rise of Christianity. (Every other year)

### **321 The Fall of the Roman Empire, 250-1050 (3)**

This class explores the causes and consequences of the fall of the Roman Empire. Students use primary sources, archaeological evidence, and remains of art and architecture to investigate the collapse of Roman authority, the cultural transformation of the Greco-Roman world, and the emergence of early medieval kingdoms, societies, and religious beliefs in Europe, North Africa, and the Middle East. The course also traces the rise of Celtic, Judeo-Christian, Islamic, and Germanic cultures. (Every other year)

### **322 Castles and Crusades: Medieval Europe, 1050-1450 (3)**

This course examines violence, chaos, and the political and social crisis of medieval Europe. Students explore the transformation of Europe from an isolated, disordered, agricultural society to a powerful, wealthy, expansionist one. Topics include knights and peasants; the Crusades; heresy; plague; Marco Polo's travels to China; and the rise of Western European empires. (Every other year)

### **323 Medieval Women (3)**

This course will examine the lives of women during the Middle Ages, c. 500-1500. Starting with the Biblical stories of Eve, the Virgin Mary, and Mary Magdalene, students will explore the ideological foundations for the positions ascribed to women which, arguably, continue to shape attitudes towards women and their role in society. Topics include women's roles as wives, mothers, and healers; the lives of noblewomen and powerful female monarchs; spirituality, the church, and the life and legacy of Joan of Arc; and female characters in medieval literature such as Guinevere. (Every other year)

### **331 Renaissance and Reformation (3)**

Explores the rediscovery of Europe's classical heritage, the great artistic and intellectual achievements of the Italian Renaissance, the birth of Protestantism, and the growth of reform within the Catholic Church. This course also explores the major political developments of the 15th and 16th centuries, including the rise of the Habsburg dynasty and the wars of religion.

### **333 Europe 1600-1800 (3)**

Focuses on the great age of statebuilding which followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an *ancien regime*, and the forces contributing to the Age of Enlightenment.

### **334 European Art and Architecture in Context (3)**

This course explores the development of European art and architecture from 1600 to 1940. Students will "tour" some of Europe's great architectural monuments, including Versailles, Kew Gardens, the Paris Opera House, and Vienna's Secession Building. They will also look at corresponding trends in art, from the development of the Rococo to the triumph of Art Deco. Emphasis throughout will be on the personalities, political events, and social forces which shaped the development of European design.

### **340 World War I (3)**

This course will examine the era of the Great War of 1900-1919. The origins of this global conflict included the decline of Pax Britannica in the 19th century, the rise of German nationalism, Balkan pan-slavism, and colonial rivalries. During this era, the old order dominated by European monarchies was swept aside by social revolutions, new ideologies, and a military conflict that cost 10 million lives. Modernism rose from the ashes of Victorian culture, and the new science transformed world thought.

**341 World War II (3)**

This course will examine the era 1919-1945. The origins of the second great war of the 20th century included the Versailles Treaty, the rise of the dictators, and the persistence of isolationism. The military conflict that ensued killed 50 million and gave birth to the United Nations.

**345 Topics in Military History (3)**

A critical study of the various aspects of warfare as they have evolved in history. Emphasis will be on particular wars, strategies, leaders, and military innovations that have dramatically affected, and are continuing to affect, the course of history. The time span will range from ancient times to the present. The course may be repeated as the topics vary.

**346 Topics in Medieval and Early Modern Europe (3)**

This course may focus on medieval or early modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the Crusades, Queen Elizabeth I, or the French Revolution in considerable depth. The course may be repeated as topics vary.

**347 Topics in Modern Europe (3)**

This course may focus on modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the rise of London, Paris, and Vienna; Women's Rights; or the Cold War in considerable depth. The course may be repeated as topics vary.

**348 Modern France (3)**

This course is designed to explore the development of France from the Enlightenment to the present. Major themes in the lectures and readings include the political evolution of the country as France moved from an absolute monarchy to the current 5th Republic, the lasting impact of revolution and war on French society, and the efforts of political, social, economic, and cultural change on individuals' everyday lives.

**350 History of the British Isles (3)**

This course surveys the development of the British Isles from the Middle Ages through the 17th century. It addresses the social and political structures of medieval England and shows how dynastic conflicts resulted in almost continuous internal warfare. It examines the growth of the English state under the Tudors and Stuarts. It also traces the rise of political parties, constitutional monarchy, and representative government.

**351 Modern Britain (3)**

This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

**352 The British Empire (3)**

An analysis of themes and processes in the British imperial experience from the 18th century to the present. Emphasis upon colonial nationalism, indigenous resistance and collaboration, theories of colonial administration, economics and imperialism, and decolonization.

**353 Spain to 1820 (3)**

This course covers Spain's pre-history beginning with the Caves of Altamira and continuing through the conquest of the New World. It examines artistic and architectural legacy of both the Roman and Moslem occupation of Spain. It also looks at the expulsion of Jews and Moslems during the Reconquista, the Spanish empire in the Americas, the rise of the Hapsburg empire, and the transition to the Bourbon monarchy.

**354 Modern Spain (3)**

This course covers the history of Spain from the rise of the Bourbon monarchy to the present. It looks at the impact of the Napoleonic invasion and the rise of political strife in the 19th and early 20th centuries. It also examines the Second Republic, the trauma of the Spanish Civil War, the dictatorship of Franco, and the transition to democracy following the restoration of Juan Carlos.

**355 Imperial Russia (3)**

A study of the development of the Russian state from the rise of Kievan Russia to the first 20th century revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

**356 Russia Since 1917 (3)**

A detailed investigation and analysis of the revolutionary upheavals and tragedies shaping Russia and its adjacent neighbors, from the Bolshevik Revolution of 1917 to the collapse of Communism and the uncertain years of the 1990s.

**357 Topics in Russian and East European History (3)**

A critical analysis of themes and issues in the history of Russia and Eastern Europe. Topics may include Russia in Revolution, Russia since Peter the Great, and the Crisis in the Balkans.

### **358 Topics in Modern World History (3)**

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's class schedule. This course may be repeated for credit when the topic changes.

### **359 Modern Middle East (3)**

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism, and the paths to independence.

### **360 Colonial Latin America (3)**

Covers Latin America from late pre-Columbian times to the eve of independence in 1810. Includes discussion of indigenous peoples and civilizations; the encounter of the Europeans and native Americans; social, political, and religious institutions introduced in the Americas; mining and other economic activities; the slave trade; and the role of the Catholic Church.

### **361 Modern Latin America (3)**

Covers Latin America from the start of the independence movements in 1810 to the present. Includes discussion of independence and the struggle of new states to modernize; Church-state frictions; urbanization and the emergence of populist politics; industrialization; the Cuban Revolution and other revolutionary movements; military dictatorships; democratization in the 1980s and 1990s; democratic consolidation and contemporary challenges in the 21st century.

### **362 Topics in Latin American History (3)**

A study of specific topics and themes in the history of Latin America, such as the role of religion and the Catholic Church, 20th century revolutions and social upheaval, and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the course for credit when the topic changes.

### **363 History of Brazil (3)**

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest and most populous nation. In particular it focuses on the great paradox of this "country of the future," which has one of the world's 10 largest economies: enormous potential thwarted by shocking social inequality. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of 1964-85, the process of democratic consolidation, and gender and environmental issues.

### **364 Topics in Asian History (3)**

An in-depth look at special themes and issues in the history of Asia, including such topics as Women in East Asia, Histories of the Four Mini-Dragons (Hong Kong, Taiwan, Singapore, and South Korea), Imperialism in Asia, and Asia's relations with the United States. This course may be repeated for credit when topics change.

### **365 History of China (3)**

This course covers Chinese history from the first Opium War (1839-42) to the present. It examines the indigenous factors of Chinese history and culture, the influence of the West, and the interaction between the two. Major sections of the course include reforms and uprisings during the last phase of the Qing dynasty, the Republican Revolution of 1911, the Nationalist Movement, Sino-Western relations during the Pacific War, the development of Chinese communism, and the various political, social, and economic campaigns during the post-1949 era.

### **366 History of Japan (3)**

This course covers Japanese history from the Meiji Transformation in 1868 to the present. It analyzes the unique characteristics of the samurai culture, Japan's response to the West in the 19th century, and its transition into the modern era. It examines the rise of Japanese imperialism and militarism, Japanese-American relations before and after Pearl Harbor, the role of Japan's constitutional monarchy, its "economic miracle" during the post-WWII period, as well as its contemporary social and cultural developments.

### **367 Women in East Asia (3)**

This course focuses on the historical changes and continuities in the experiences of Chinese and Japanese women during the traditional period, the modern era and the contemporary times. Major topics will include the practice of foot-binding and concubinage in China, the impact of samurai culture in pre-modern Japan, the effect of wars and revolutions, as well as the dynamics and dilemmas in the lives of women in the process of modernization.

### **368 History of Africa (3)**

An analysis of particular themes in the African historical experience from earliest times to independence from colonial rule. Special attention will be given to culture, society, and processes of change in the pre-colonial period and development and underdevelopment since the European intrusion.

### **369 Issues in Modern Africa (3)**

A critical study of issues confronting Africans in the 20th century. Alternating courses may include Problems in Africa since Independence and the South African Dilemma. The course may be repeated for credit when the topic changes.

**370 American Environmental History (3)**

This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies, and the cultural meanings that Americans have given to nature.

**371 Topics in Early American History (3)**

Topics may include Pre-Columbian Native American History, Spanish/French/English contact with Indian peoples, The Colonial Period, the American Revolution, the Early National Period, Jacksonian America, The Mexican American War, Slavery and the South, and other topics in the political, economic, social, and cultural history of the United States before 1865.

**372 U.S.-East Asia Relations (3)**

This course will explore the development of relations between the United States and East Asian countries (primarily China and Japan) since the mid-19th century. It will examine the economic, social, cultural, and political forces on both sides that have helped to shape the history of their mutual relations. Major topics include the U.S. participation in China's international treaty system in the 19th century, the American role in "opening" Japan and efforts at establishing a new order in the Pacific, the triangular relations among the U.S., Japan, and China during World War II, American involvement in Korea and Vietnam, and contemporary U.S.-East Asian relations.

**373 Armed Conflict in American Society (3)**

A multi-disciplinary examination of the impact of war and potential war on the experience, thought, and values of the United States. Topics will include U.S. military policy from the American Revolution to the Cold War, popular American attitudes toward war and the armed forces, the moral issues inherent in war and peace decisions, and the nature of nuclear warfare in the modern era.

**374 Civil War and Reconstruction (3)**

History of the United States from 1850 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath, and its effects on the United States in later years.

**375 Topics in Modern American History (3)**

Topics may include the Progressive Era, World War I, Great Depression, New Deal, World War II, United States-Latin American Relations, or other topics in the political, economic, social, and cultural history of the

United States from 1865 to the present. May be repeated for credit when the topic changes.

**376 United States Foreign Relations to 1914 (3)**

This course – the first of a two-part, upper-division sequence on the history of American foreign relations – covers the period from 1775 to 1914. Three issues, in particular, are emphasized: the problems of the young republic in conducting diplomacy; the ways in which America's vision of itself as "a city upon a hill" and its belief in Manifest Destiny led to 19th-century U.S. expansionism; and the emergence of the United States as a world power. (Every year)

**377 United States Foreign Relations from 1914 (3)**

This course – the second of a two-part, upper-division sequence on the history of American foreign relations – covers the period from 1914 to the present. Three issues, in particular, are emphasized: the tension between isolationism and interventionism from WWI through WWII, culminating in the emergence of the United States as a superpower; the Soviet-American confrontation following WWII and the globalization of this confrontation during the 1950s and 1960s; and finally, the relative decline of American foreign relations in the 1970s and 1980s, as well as the consequences of the end of the Cold War. (Every year)

**378 Topics in United States Intellectual and Social History (3)**

Topics may include ideas and movements that are part of the intellectual or social history of the United States, such as liberalism, conservatism, sectionalism, slavery, communications, architecture, labor, immigration, feminism, and Progressive Reform. May be repeated for credit when topic changes.

**379 Topics in United States Mass Media History (3)**

A history of the mass media in the United States, focusing on selected topics, such as Television and American Politics, History and Film, the Newspaper in History, Media and the Presidency, and Broadcasting in American History.

**380 History of the American West (3)**

This class surveys the history of the American West. Topics include: pre-Columbian Indians, the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching, and farming "frontiers"; the railroad and populism; WWII and the growth of the urban west; the historical experience of workers, women, and Mexican-, Asian-, Native-, and African Americans; environmental issues such as conservation, preservation, the dust bowl, and water politics; and representations of the West in popular culture.

### **381 American Indian History (3)**

This course surveys American Indian history from Pre-Columbian times to the present. Topics include: Pre-Columbian Native America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system, allotment, and federal Indian education; the Indian New Deal; termination, relocation, and the growth of urban Native America; and Indian militancy, cultural accommodation and revitalization, and the ongoing struggle for sovereignty.

### **382 The Spanish Southwest (3)**

Discovery, exploration, and settlement by Spain of the North American region with particular emphasis on the regions settled by Spain. Includes the history of the native Indian inhabitants and the role of Mexico after 1821. Generally covers the period from 1500 to 1848.

### **383 Chicano History (3)**

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the American Southwest and northern Mexico. The class will begin by discussing the Mesoamerican civilizations of central Mexico, and move on to examine the Spanish conquest, the fight for Mexican independence, and the Mexican-American War. At that point, the class will shift its focus to the United States and discuss westward expansion, Anglo-Mexican conflict in states such as Texas, New Mexico, and California, and the formation of Mexican-American culture. The class will conclude by examining the origins of Chicano nationalism, the rise of the farm worker's movement, and the cultural and economic impact of Mexican immigration. At appropriate points throughout the semester, the class will discuss gender relations, the role of religion, and the formation of popular culture to understand how Mexican culture developed in various parts of the United States.

### **384 History of Mexico (3)**

A history of Mexico from earliest times to the present. Includes a survey of indigenous civilizations; Spanish conquest and influences; the Mexican-American War of 1846; the dictatorship of Porfirio Díaz; the era of the Mexican Revolution; political development since the 1920s; and United States-Mexico relations during the modern period.

### **386 The Pacific Ocean in History (3)**

History of maritime activities in the Pacific with emphasis on discovery and exploration: covers Spanish, Portuguese, French, English, Dutch, and Russian sea expansion. Topics include the study of Polynesia, the Manila Galleon trade, and 18th century scientific expeditions.

### **387 History of Baja California (3)**

History of Lower California from the first Spanish maritime explorations, circa 1520, to modern times. Emphasis on the land, the sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period, the Mexican War, and the growth of cities.

### **389 History of California (3)**

Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture, and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos, and foreign visitors. Changes under the government of Mexico led to California's conquest by the United States. During the second half, lectures cover generally the effects of the Gold Rush; problems of statehood; constitutional developments; land, labor, and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends. Meets the requirements of California history standards for various teaching credentials.

### **390 Art and Architecture in California (3)**

This course looks at the way in which Californians adopted and transformed European architectural and artistic forms to create what boosters described as "a new Eden." It discusses the rise and fall of the Victorian, the reinvention of "Spanish" style with Mission Revival architecture, the origin of the Craftsman bungalow, and the rise of modernism in California and the West. Emphasis throughout will be on the personalities, political events, and social forces that shaped the development of art and architecture from 1850 to the present.

### **495 Senior Colloquium (3)**

A seminar for History majors, focusing on the development of a project of original research and the writing of a senior thesis.

### **498 Internship (1-3)**

Practical experience in a field setting under professional supervision. Interns may be assigned to the City or County of San Diego, San Diego Historical Society, Coronado Historical Association, or a similar institution. See department chair for assignment.

### **499 Independent Study (1-3)**

Directed readings, a special project, or a research paper for History majors of high scholastic standing. Consent of the department chair must be obtained. The maximum of 3 units will be allowed only under special circumstances.

# Interdisciplinary Humanities

## Program Director

Michael F. Wagner, Ph.D., Philosophy

## Faculty Coordinators

Irene Williams, Ph.D., English

Molly McClain, Ph.D., History

Jacques M. Wendel, Ph.D., Languages and Literatures

Marianne R. Pfau, Ph.D., Music

Helen deLaurentis, Ph.D., Theology and Religious Studies

Florence M. Gillman, Ph.D., Theology and Religious Studies

The idea of the Humanities, as the ideal of a liberal education, has a long and distinguished history which predates the modern distinction between various humanities disciplines – e.g. Literature, Art, Philosophy, etc. In general, ‘Humanities studies’ refers to a course of study which illuminates and examines human history, culture, and values while also contributing to their expression and development – and to the intellectual, creative, and spiritual development of the individual student as well. The Humanities are generally thought of today in terms of their component disciplines. These disciplines are thus both academic and practical. They investigate and interpret human experience and achievement in their many diverse forms – our history and languages, our art, music, drama and literature, and our philosophical and spiritual aspirations. They also articulate and inspire our own humanity, both culturally and individually.

The Interdisciplinary Humanities major allows students to design a program of study (in consultation with a faculty advisor) which draws upon the subject matters and methodologies of several different humanities disciplines. It thus appeals especially to students whose academic interests and goals cannot be satisfied by majoring in any single humanities discipline. Students in this major will benefit from the many and diverse strengths of the humanities disciplines here at the University of San Diego. In so doing, they will become aware of the interrelatedness of these disciplines and of the aspects of human endeavor and expression they each emphasize. The major provides a unique educational experience and seeks to foster an understanding of different areas of ‘humanistic’ scholarship and achievement, a recognition and appreciation of the richness and character of human existence and potential, and a deeper awareness and refinement of the student’s own capabilities and passions.

Students majoring in Interdisciplinary Humanities will choose from three tracks available within the major: Humanities Studies, European Studies, or Asian Studies. Given their interdisciplinary character, each track requires a total of 40 upper-division units to complete the major. This includes a 4-unit, two-semester senior seminar. The

seminar is offered every year in a fall-spring format.

Consequently, students planning a December graduation should take the seminar the previous year. Students in any of the three tracks must also satisfy all of the Core Curriculum requirements, unit requirements, and any other University and College requirements and regulations set forth in this *Undergraduate Bulletin*.

Students choosing the Humanities Studies track will declare an area of concentration in one of the University’s eight humanities disciplines: Art, English, Languages and Literatures, History, Music, Philosophy, Theology and Religious Studies, and Theatre Arts. Other guidelines pertaining to course selection in the Humanities Studies track are noted below. Alternatively, students may choose either the European Studies or the Asian Studies track. The requirements and course options for these two tracks are also stipulated below. Note that these two tracks include options from political science and/or sociology. However, where each stipulates a certain number of upper-division elective units ‘in the humanities disciplines,’ these must be taken from among the eight humanities disciplines listed above.

**Special Note:** Only upper-division units which would apply to satisfying the departmental major in a given humanities discipline may be applied to the upper-division requirements for the Interdisciplinary Humanities major. This includes departmental restrictions on the use of units from practicums, activity classes, field experience, and the like. In addition, students are responsible for satisfying any prerequisites for particular courses in a given Humanities discipline. Students selecting upper-division courses in art, music, or theatre arts are especially advised to consult the course listings or an advisor in that area.

## HUMANITIES STUDIES

### Lower-Division Preparation

6 units of lower-division History.

### Major Requirements

36 upper-division units in the Humanities disciplines, as follows:

- At least 12, but not more than 18, of the 36 units are to be in a single Humanities discipline, termed the area of concentration;
  - No more than 9 units from any one of the other Humanities disciplines may be applied to the required 36 units; and,
  - The 36 units should include 1) a Classical studies course, and 2) a Medieval and/or Renaissance studies course as approved by the program director.
- HUMN 490 and 495W (4 units)

## EUROPEAN STUDIES

### Lower-Division Preparation

6 units from HIST 102, 103, 108, 140, 170, 171.

A fourth-semester language course (or its equivalent) in French, German, Italian, or Spanish (depending on the upper-division linguistic focus chosen below)

Two semesters (second-semester or its equivalent) in a second European language (may include Classical Greek or Latin)

### Major Requirements

9 upper-division units in French, German, Italian, or Spanish

6 units in History, chosen from the following courses:

- HIST 311 – Greek Civilization (3)
- HIST 312 – Roman Civilization (3)
- HIST 321 – The Fall of the Roman Empire, 250-1050 (3)
- HIST 322 – Castles and Crusades: Medieval Europe 1050-1450 (3)
- HIST 323 – Medieval Women (3)
- HIST 331 – Renaissance and Reformation (3)
- HIST 333 – Europe 1600-1800 (3)
- HIST 334 – European Art and Architecture in Context (3)
- HIST 346 – Topics in Medieval and Early Modern Europe (3)
- HIST 347 – Topics in Modern Europe (3)
- HIST 348 – Modern France (3)
- HIST 350 – History of the British Isles (3)
- HIST 351 – Modern Britain (3)
- HIST 353 – Spain to 1820 (3)
- HIST 354 – Modern Spain (3)
- HIST 355 – Imperial Russia (3)
- HIST 356 – Russia Since 1917 (3)
- HIST 357 – Topics in Russian and East European History (3)

6 units in Political Science, chosen from the following courses:

- POLS 355 – Politics in Western Europe (3)
- POLS 356 – Politics in East-Central Europe (3)
- POLS 362 – Politics in the United Kingdom (3)
- POLS 363 – Politics in France (3)
- POLS 364 – Politics in Germany (3)
- POLS 365 – Politics in Russia (3)
- POLS 372 – Russian Foreign Policy (3)

6 units in Philosophy and/or Fine Arts, chosen from the following courses:

- ARTH 333 – Modern Art: 1780-1920 (3)
- ARTH 334 – Art of the Twentieth Century in Europe and the Americas (3)
- MUSC 330 – Music History I: Antiquity-1600 (3)
- MUSC 331 – Music History II: 1600-1830 (3)
- MUSC 430W – History of Medieval and Renaissance Music (3)
- MUSC 431 – History of Baroque and Classical Music (3)
- MUSC 432 – History of Romantic Music (3)

- MUSC 433 – History of Twentieth Century Music (3)
- PHIL 467 – Studies in Renaissance Philosophy (3)
- PHIL 470 – Studies in Ancient Philosophy (3)
- PHIL 471 – Studies in Medieval Philosophy (3)
- PHIL 472 – Studies in Modern European Philosophy (3)
- PHIL 474 – Studies in Contemporary Continental Philosophy (3)

9 upper-division elective units in the Humanities disciplines  
HUMN 490 (1) and 495W (3)

## ASIAN STUDIES

### Lower-Division Preparation

- HIST 130 – Introduction to East Asia (3)
  - PHIL 175 – Asian Philosophy (3) OR THRS 112 – World Religions (3)
- Intermediate Mandarin or Intermediate Japanese, or equivalent; or fourth-semester or equivalent in another Asian language

### Major Requirements

12 units of Asian civilizations courses chosen from the following courses:

- HIST 364 – Topics in Asian History (3)
- HIST 365 – History of China (3)
- HIST 366 – History of Japan (3)
- POLS 358 – Politics in South Asia (3)
- POLS 367 – Politics in Japan (3)
- POLS 368 – Politics in China (3)
- SOCI 351 – China in the 21st Century (3)

Asian civilizations courses offered by the Languages and Literatures department or appropriate upper-division topics courses in these disciplines

12 units of Asian cultures courses from the following:

- ENGL 364 – Postcolonial Studies (3)
- ENGL 494 – Special Topics: Sanskrit (3)
- MUSC 440 – Topics in World Music (3)
- PHIL 476 – Studies in Asian Philosophy (3)
- THRS 312 – Hindu Faith and Practice (3)
- THRS 314 – Buddhist Faith and Practice (3)
- THRS 315 – Islamic Faith and Practice (3)

Asian literatures courses offered by the Languages and Literatures department or appropriate upper-division topics courses in these disciplines

12 units of electives in the Humanities disciplines  
HUMN 490 (1) and 495W (3)

## HUMANITIES COURSES (HUMN)

### 490 Thesis Preparation Seminar (1)

This course precedes the 3-unit HUMN 495W course. In this course, each student will identify a research topic that would integrate and apply his/her interdisciplinary experience in the Humanities major. This topic will lead, in HUMN 495W, to producing a senior thesis (a substantial research paper). Each student will consult with the instructor in identifying and developing a topic; produce a research prospectus

and a research bibliography for the topic; and, as possible, begin collecting and outlining research material from the bibliography. A class presentation is typically required as well. Prerequisite: Senior or, for December graduates, junior standing in the Humanities major; or approval of the Humanities program director. (Every fall semester)

### 495W Senior Research Seminar (3)

In this continuation course to HUMN 490, each student will complete the research phase of his/her thesis project; produce a working outline and at least one substantial draft of the senior thesis; and revise and finalize the thesis by the end of the semester. A formal presentation of results and highlights from the completed research and initial thesis draft is typically required as well. Prerequisite: HUMN 490. (Every spring semester)

## International Relations

Delavan Dickson, Ph.D., Chair, Department of  
Political Science and International Relations

Casey B. K. Dominguez, Ph.D.

Patrick F. Drinan, Ph.D.

Emily Edmonds-Poli, Ph.D.

Virginia Lewis, Ph.D.

Vidya Nadkarni, Ph.D.

Noelle Norton, Ph.D.

Lee Ann Otto, Ph.D.

Michael R. Pfau, Ph.D.

David Shirk, Ph.D.

J. Michael Williams, Ph.D.

Randy Willoughby, Ph.D.

### THE INTERNATIONAL RELATIONS MAJOR

The International Relations (IR) major is an interdisciplinary field of study designed for students who seek a holistic understanding of international affairs. The curriculum is rooted in political science and provides students with a strong background in international relations and comparative government. At the same time, the curriculum reflects the recognition that international political phenomena are best understood from a variety of perspectives and includes courses from disciplines such as history, economics, religious studies, fine arts and literature. In order to complement their academic training with first-hand experience in a foreign country, students are also required to complete 3 units in a study abroad program. Graduates from the IR program are well prepared for careers in government, private industry, law, education and the non-profit sector, as well as for graduate study in political science and international affairs.

#### Preparation for the Major

POLS 125, 175, and 250; Any non-U.S. History course; ECON 101 and 102.

#### Major Requirements

33 units of upper-division work to include:

A. Core Courses

6 upper-division units (two courses) from among the following:

POLS 350 – Comparative Politics (3)

POLS 370 – Theories of International Relations (3)

B. International and Comparative Politics

15 upper-division units (five courses) from among the following:

POLS 306 – Political Ideology (3)

POLS 307 – Politics and Religion (3)

POLS 326 – Comparative Law (3)

POLS 327 – International Law (3)

POLS 329 – Law of the Sea (3)

POLS 349 – Politics and the Environment (3)

POLS 352 – Comparative Politics of Developing Countries (3)

POLS 354 – Revolutionary Change (3)

POLS 355 – Politics in Western Europe (3)

POLS 356 – Politics in East-Central Europe (3)

POLS 357 – Politics in Latin America (3)

POLS 358 – Politics in South Asia (3)

POLS 359 – Politics in the Middle East (3)

POLS 360 – Politics in Sub-Saharan Africa (3)

POLS 362 – Politics in the United Kingdom (3)

POLS 363 – Politics in France (3)

POLS 364 – Politics in Germany (3)

POLS 365 – Politics in Russia (3)

POLS 366 – Politics in Mexico (3)

POLS 367 – Politics in Japan (3)

POLS 368 – Politics in China (3)

POLS 371 – American Foreign Policy (3)

POLS 372 – Russian Foreign Policy (3)

POLS 374 – U.S.-Latin American Relations (3)

POLS 375 – Comparative Foreign Policy (3)

POLS 376 – U.S. National Security (3)

POLS 377 – Regional Security (3)

POLS 378 – Transnational Crime and Terrorism (3)

POLS 380 – International Political Economy (3)

POLS 382 – International Human Rights (3)

- POLS 383 – International Organizations (3)
- POLS 480 – Model United Nations (1)
- POLS 485 – Washington, D.C.: Directed Study in International Relations (3)
- POLS 486 – Washington, D.C.: Internship in International Relations (3)
- POLS 487 – Washington, D.C.: Class in International Relations (3)
- POLS 494 – Special Topics in International Relations (3)
- POLS 498 – Internship in International Relations (1-6)
- POLS 499 – Independent Study in International Relations (1-3)

**C. Humanities and Social Sciences**

9 upper-division units (three courses) with no more than 3 units (two courses) taken from one department. The following courses are all acceptable. Other upper-division courses with predominantly international or comparative content can be used upon specific approval by the department chair.

*Anthropology*

- ANTH 328 – Caribbean Cultures (3)
- ANTH 332 – Mesoamerican Archaeology (3)
- ANTH 334 – South American Archaeology (3)
- ANTH 335 – Nautical Archaeology (3)
- ANTH 339 – Post Medieval Seafaring and Empire (3)

*Art History*

- ARTH 333 – Modern Art: 1780-1920 (3)
- ARTH 334 – Art of the 20th Century in Europe and the Americas (3)

*Business*

- FINA 405 – International Financial Management (3)
- MGMT 309 – International Comparative Management (3)

*Communication*

- COMM 380 – International Media (3)

*Economy*

- ECON 333 – International Economics (3)
- ECON 335 – Economic Development of Latin America (3)
- ECON 337 – Economic Development of Asia (3)

*English*

- ENGL 364 – Postcolonial Studies (3)
- ENGL 366 – Modern European Literature (3)
- ENGL 368 – Modern British Literature (3)

*History*

- HIST 340 – World War I (3)
- HIST 341 – World War II (3)
- HIST 345 – Topics in Military History (3)
- HIST 347 – Topics in Modern Europe (3)
- HIST 348 – Modern France (3)
- HIST 351 – Modern Britain (3)

**R E C O M M E N D E D P R O G R A M O F S T U D Y**

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR*</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) POLS 125 (3) Non-U.S. History (3) CC or Electives (6-7)	<b>SEMESTER I</b> ECON 101 (3) POLS 250 (3) CC or Electives (9-10)	<b>SEMESTER I</b> Upper-division Core Class (3) Upper-division IR/Comparative Politics (3) Upper-division Humanities (3) CC or Electives (6-7)	<b>SEMESTER I</b> Upper-division IR/Comparative Politics (3) Upper-division Humanities (3) Electives (6-7)
<b>SEMESTER II</b> POLS 175 (3) CC or Electives (12-13)	<b>SEMESTER II</b> ECON 102 (3) Upper-division IR/Comparative Politics (3) CC or Electives (9-10)	<b>SEMESTER II</b> Upper-division Core Class (3) Upper-division IR/Comparative Politics (3) Upper-division Humanities (3) CC or Electives (6-7)	<b>SEMESTER II</b> Upper-division IR/Comparative Politics (3) Upper-division POLS (3) Electives (9)

\*The Study Abroad requirement is 3 units and is recommended during the Junior year or in the summer following the sophomore or junior year.

HIST 352 – The British Empire (3)  
 HIST 356 – Russia Since 1917 (3)  
 HIST 357 – Topics in Russian and East European History (3)  
 HIST 358 – Topics in Modern World History (3)  
 HIST 359 – Modern Middle East (3)  
 HIST 361 – Modern Latin America (3)  
 HIST 362 – Topics in Latin American History (3)  
 HIST 363 – History of Brazil (3)  
 HIST 364 – Topics in Asian History (3)  
 HIST 365 – History of China (3)  
 HIST 366 – History of Japan (3)  
 HIST 368 – History of Africa (3)  
 HIST 369 – Issues in Modern Africa (3)  
 HIST 376-377 – United States Foreign Relations (3)  
 HIST 384 – History of Mexico (3)  
 HIST 387 – History of Baja California (3)

*Language*

French

FREN 410 – French Theater (3)  
 FREN 411 – French Prose (3)  
 FREN 412 – French Novel (3)  
 FREN 413 – French Poetry (3)  
 FREN 414 – French Women Writers (3)

German

GERM 302– Readings in German Literature (3)  
 GERM 312 – German Literature from 1900 to the Present (3)  
 GERM 494 – Topics in German Literature (3)

Italian

ITAL 304 – Survey of Italian Literature (3)  
 ITAL 411 – Masterpieces of Italian Literature (3)  
 ITAL 494 – Topics in Italian Literature (3)

Spanish

SPAN 303 – Introduction to Hispanic Literature (3)  
 SPAN 320 – Survey of Spanish Literature (3)  
 SPAN 427 – Twentieth Century Spanish Literature (3)  
 SPAN 429 – Cinema of Spain (3)  
 SPAN 448 – Latin American Short Story (3)  
 SPAN 449 – Latin American Novel (3)  
 SPAN 451 – Latin American Poetry (3)  
 SPAN 453 – Mexican Literature and Culture (3)  
 SPAN 457 – Latin American Cinema (3)  
 SPAN 494 – Topics in Hispanic Literature (3)

*Music*

MUSC 331 – Music History II: 1600-1830 (3)  
 MUSC 440 – Topics in World Music (3)

*Philosophy*

PHIL 338 – Environmental Ethics (3)  
 PHIL 340 – Ethics of War and Peace (3)  
 PHIL 472 – Studies in Modern European Philosophy (3)  
 PHIL 474 – Studies in Contemporary Continental Philosophy (3)  
 PHIL 476 – Studies in Asian Philosophy (3)

*Sociology*

SOCI 351 – China in the 21st Century (3)  
 SOCI 362 – Social Change: Global Perspectives (3)

*Theology*

THRS 312 – Hindu Faith and Practice (3)  
 THRS 313 – Jewish Faith and Practice (3)  
 THRS 314 – Buddhist Faith and Practice (3)  
 THRS 315 – Islamic Faith and Practice (3)  
 THRS 321 – Afro-Latin Religions (3)  
 THRS 368 – U.S. Latino/a and Latin American Theologies (3)  
 THRS 390 – The Holocaust: Death of God or Death of Humanity? (3)

D. Political Science

3 upper-division units (one course). Students may take any upper-division course offered by the Department of Political Science and International Relations, including: political theory, American politics, international politics, comparative politics, or internship.

E. Study Abroad

3 units inside or outside the major must be taken as part of a study abroad experience. (This course can be “double counted” like the Core Curriculum “W.”)

**THE INTERNATIONAL RELATIONS MINOR**

POLS 125, 175, and either 350 or 370, plus 9 additional upper-division units selected in consultation with an advisor from the Political Science/International Relations faculty.

# Languages and Literatures

Susan Briziarelli, Ph.D., Chair

The Department of Languages and Literatures supervises the Bachelor of Arts degree programs in French and Spanish, minors in French, German, Italian and Spanish, and courses in Classical Greek, Latin, Japanese, and Chinese (Mandarin). Proficiency in a second language is one of USD's Core Curriculum requirements. By proficiency we mean that each student will acquire communicative competence, that is, the ability to speak, understand, read, and write the language studied. The relationship between language and culture is an important component of the program, and emphasis is placed on the diversity of the cultures and societies that are representative of the languages being studied, and study abroad.

## Language Placement

### *Placement Criteria for Chinese, Greek, Latin, and Japanese*

All students with no college credit in the language they want to study will be required to enroll in 101.

Any students wishing to enroll at a level higher than 101 will be required to take the placement exam and enroll in the course level assigned to them afterwards. Students must make an appointment with the Director of Placement to take a written exam.

Instructors teaching 101-level classes may require students who they feel are overqualified for a beginner's course to take the placement exam.

### *Placement Criteria for French, German, Italian, and Spanish*

All students wishing to study any of these languages *must take* the placement exam and enroll in the course level in which they place. The placement exam is available online for all of these languages.

Students with no academic experience in the language they want to study ("absolute beginners") may request an "exam waiver" from the Director of Placement before they enroll in 101.

Students with no academic experience in the language who wish to enroll in a higher level course (presumably because they have been exposed to the language in non-academic environments) must take the placement exam.

Some students will have fulfilled the language requirement prior to enrolling at USD. They are those who have:

- scored 4 or 5 on an AP language or AP (foreign) literature exam;
- scored 5 or higher on an IB exam;
- scored 50 or higher on a CLEP exam;
- earned a high school diploma from a school outside of the U.S. in which courses were taught in a language other than English;
- had a third semester (201) course accepted in transfer from another college or university.

It is the responsibility of these students to see that USD receives an official test score report or official college transcripts. Students who attended high school outside of the U.S. must submit a copy of their high school transcript to the department chair before a Waiver of Requirement will be issued.

**Please Note:** The information in this *Bulletin* is always superseded by the information published in our departmental Web site at <http://www.sandiego.edu/fl>.

## R E C O M M E N D E D P R O G R A M O F S T U D Y

All students, *including those who transfer to USD*, must fulfill the language requirement **by the end of their junior year**. We strongly encourage students to take their courses in consecutive semesters (that is, without leaving a gap between 101, 102, etc.) and to plan their on-campus study with a view to spending at least one semester in a study abroad program. Most study abroad courses have a language prerequisite. Course listings of affiliated study abroad programs are available in the Study Abroad Office, Founders Hall 106, and online at <http://www.sandiego.edu/academics/IntlStudy/>.

## CHINESE

Shannon Shi, Ph.D.

The Chinese language program introduces students to Mandarin, the most-spoken language in the world, as well as to a culture outside of the European sphere. Learning this language will benefit the student who wishes to think globally.

The primary objectives of these courses are to enable the student to communicate in Mandarin, the dialect of government and education, and appreciate Chinese civilization and culture. Collaborative classroom activities assist with the acquisition of the Chinese writing system and verbal and non-verbal communication.

Students may elect to minor in Asian Studies, an interdisciplinary program anchored in the History department. Upper-division courses will be completed in other departments (such as History, Philosophy, Political Science, and Theology and Religious Studies). These courses are conducted in English.

### Courses (CHIN)

#### 101 First Semester Chinese (3)

An introduction to the four basic language skills: listening, speaking, reading, and writing, with an emphasis on oral skills. This course is open only to those who have never studied Chinese, or who have not studied it in a considerable amount of time as determined by this department (see Web site).

#### 102 Second Semester Chinese (3)

Continuation of the skills developed in CHIN 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Prerequisite: CHIN 101 or equivalent, or placement exam.

#### 201 Third Semester Chinese (3)

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. This course satisfies the Core Curriculum requirement. Prerequisite: CHIN 102 or equivalent, or placement exam.

## FRENCH

Michèle Magnin, Ph.D., Area Coordinator

Richard J. Stroik, Ph.D.

Jacques Wendel, Ph.D.

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion, and travel,

but also in industry (from aerospace to biotechnology to electronics), the sciences (from medicine and ecology to micro-biology), business, etc. As one of the official languages of both the U.N. and the European Union, it is a very useful tool in diplomacy and the political arena. French thinkers have traditionally been in the avant-garde of intellectual life, which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, writers, and diplomats.

For French majors, a major in another discipline, as well as at least a minor in another language, are recommended.

We highly recommend that students take advantage of our semester- or year-long programs in France and/or the Third Semester French in France summer course (information is available in Founders Hall 106 or online at [www.sandiego.edu/studyabroad](http://www.sandiego.edu/studyabroad)).

### Preparation for the Major

A working knowledge of the fundamentals of French grammar and syntax, correct pronunciation, and ease in oral expression (12 units of lower-division or the equivalent).

### The Major

The 24 upper-division units required for the major must include FREN 301 and 303, or their equivalent, and a minimum of three courses at the level of 320 or above. A minimum of 15 upper-division units must be taken on the USD campus. The experience of living and studying in a francophone country is highly recommended.

### The Minor

Two options are available:

- 18 units: at least 9 of the 18 units must be in upper-division courses: FREN 301, 302, 303, and 310 are recommended.
- 12 upper-division units. Prerequisites: Fourth semester competency in French and approval by the department chair.

A minimum of 6 upper-division units must be taken on the USD campus. The experience of living and studying in a francophone country is most highly recommended.

### Lower-Division Courses (FREN)

A passing grade in FREN 201 satisfies the Core Curriculum requirement.

#### 101 First Semester French (3)

Introductory course to French life, language, and grammar, with stress upon pronunciation and oral comprehension. This course is open only to those who have never studied French, or who have not studied it in a considerable amount of time as determined by the Director of Placement or this department (see Web site). (Every semester)

### **102 Second Semester French (3)**

Essentials of French grammar together with writing, reading, pronunciation, and comprehension. Prerequisite: FREN 101 or equivalent, or placement exam. (Every semester)

### **201 Third Semester French (3)**

The final course of the core language sequence completes the introduction of the basic structures of the language, with increased emphasis on grammatical exactness to further develop communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the French-speaking community. This course is also offered in the summer in Aix-en-Provence (see FREN 201 below).

Prerequisite: FREN 102 or equivalent, or placement exam. (Every semester)

### **201 Third Semester French in France (3)**

Intensive summer course in France conducted by a USD faculty member. See course description above. Direct immersion in French life and culture; students are placed within French families. The University reserves the right to cancel this course if minimum enrollment is not met or for any other reason. Open to all students and prepares equally well for FREN 202. Prerequisite: FREN 102 or equivalent, or placement exam.

### **202 Fourth Semester French (3)**

Oral and written practice of French idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with contemporary French culture. Prerequisite: FREN 201 or equivalent, or placement exam. (Every semester)

### **Upper-Division Courses (FREN)**

Upon completion of FREN 202, proceed to 300, 302, or 303.

### **300 Advanced French Conversation (3)**

Oral practice through debates and discussions of current events. Role playing emphasizing cultural content, using experiential methods. Study of basic notions of phonetics when necessary to help with pronunciation, advanced idiomatic forms, specific vocabulary and diverse means or styles of expression in preparation for upper-division work. Prerequisite: FREN 202.

### **301 Advanced Grammar and Composition (3)**

Advanced written practice and grammar review. Essay topics follow a simulation enriched by literary texts and multimedia activities. Required for all advanced courses beyond FREN 320. Recommended preparation if taking the semester abroad program in Avignon. Prerequisite: One upper-division course or approval of the instructor.

### **302 Introduction to the Analysis of French Literary Texts (3)**

Introduction to the analysis of texts selected from representative masterpieces of French literature in all genres. Emphasis will be on close reading of texts, with an overview of the historical evolution of literary styles and genres. Prerequisite: FREN 202.

### **303 Cultural Backgrounds of French Civilization (3)**

Survey of the historical, social, cultural, and artistic evolution of French from the Middle Ages to the present. Prerequisite: FREN 202.

### **310 French Phonetics (3)**

An intensive study of French phonemes, diction, and speech and their practical applications in contemporary France. Prerequisite: FREN 301 or higher.

### **320 Survey of French Literature I: Middle Ages to the 18th Century (3)**

Introduction to the major works of French literature, in their socio-cultural context, from the birth of the language to the Age of Enlightenment. Prerequisite: FREN 301 or higher.

### **321 Survey of French Literature II: 19th and 20th Centuries (3)**

Introduction to the major works of French literature, in their socio-cultural context, from the end of the 18th century to the second half of the 20th century. Prerequisite: FREN 301 or higher.

### **403 Contemporary French Civilization (3)**

An in-depth study of major facets of the modern way of life in France, with special emphasis on the political, social, and artistic evolution of the past 30 years. Prerequisite: FREN 320 or higher, or approval of instructor.

### **410 French Theater (3)**

Study of selected masterpieces of dramatic literature that reflect France's people and culture, and the evolution of the genre through the ages. Prerequisites: FREN 301 and 302.

### **411 French Prose (3)**

Study of a variety of French non-fiction and fiction (other than the novel) such as *essais*, *pensées*, *discours*, *contes*, *fabliaux*, *nouvelles*, *sermons*, etc. This course will examine the richness of French thought and storytelling through the ages. Prerequisites: FREN 301 and 302.

### **412 French Novel (3)**

Study of selected novels reflecting the evolution of the novelistic genre through the ages. The course may include major works by such authors as l'Abbé Prévost, Balzac,

Stendhal, Flaubert, Zola, Gide, Camus, Colette, Queneau, de Beauvoir, Tournier, Duras, Ernaux, and others. Prerequisites: FREN 301 and 302.

#### 413 French Poetry (3)

Study of French poetry and poetic forms from the Middle Ages to the present. Prerequisites: FREN 301 and 302.

#### 414 French Women Writers (3)

Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu. Prerequisites: FREN 301 and 302. Cross-listed as a gender studies course.

#### 493 Field Experience in French (1-3)

Placement in a community agency where language skills will be utilized. A maximum of 2 units may be applied toward the major, but none toward the minor. Prerequisite: Community placement requires approval of the department chair.

#### 494 Topics in French Literature, Language, or Culture (3)

Study at an advanced level of French literature, language, or culture. Topics may include specific authors, periods, or linguistic studies such as: Business French, francophone literature, French stylists, Voltaire, Hugo, etc. When offered, selected subjects will be announced on the Web at <http://www.sandiego.edu/search/classes/>. This course may be repeated for credit when the topic changes. Prerequisites: FREN 302 and 320 or higher.

#### 499 Independent Study (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. Prerequisite: Approval of French faculty member, department chair, and dean

### GERMAN

Christiane Staninger, Ph.D., Area Coordinator  
Brigitte L. Heimers, Ph.D.

The primary objectives of the German program are to create a rewarding experience in language, culture, and civilization, and to provide students with a marketable skill in their careers in the fields of industry, economics, and commerce as well as the sciences, the humanities, and international relations. From a business point of view, German is one of the most important languages in the world.

Students are strongly encouraged to take advantage of our semester- or year-long programs in Freiburg, Germany or Vienna, Austria and/or our Third Semester German in

Europe summer course (information is available in Founders Hall 106 or online at <http://www.sandiego.edu/studyabroad>).

#### The Minor

Two options are available:

1. 18 units: at least 9 of the 18 units must be in upper-division courses.
2. 12 units of upper-division courses. Prerequisites: Fourth semester competency in German and approval by the department chair.

A minimum of 6 upper-division units must be taken on the USD campus. The experience of living and studying in a German-speaking country is most highly recommended.

#### Lower-Division Courses (GERM)

A passing grade in GERM 201 satisfies the Core Curriculum requirement.

#### 101 First Semester German (3)

Essentials of basic grammar with stress upon pronunciation, reading, and oral comprehension. This course is open only to those who have never studied German, or who have not studied it in a considerable amount of time as determined by the Director of Placement or this department (see Web site). (Every semester)

#### 102 Second Semester German (3)

A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation. Prerequisite: GERM 101 or equivalent, or placement exam. (Every semester)

#### 201 Third Semester German (3)

The final course of the core language sequence completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the German-speaking community. This course is also offered in the summer in Europe (see below). Prerequisite: GERM 102 or equivalent, or placement exam. (Every semester)

#### 201 Third semester German in Europe (3)

Intensive summer course in Germany, Austria, or Switzerland conducted by a USD faculty member. Direct immersion in the life and culture of German-speaking people. See course description above. The University reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Prerequisite: GERM 102 or equivalent, or placement exam.

### **202 Fourth Semester German (3)**

A continuation of GERM 201; increased emphasis upon the study of German life, history, and society. Prerequisite: GERM 201 or equivalent, or placement exam. (Every semester)

### **Upper-Division Courses (GERM)**

GERM 301 or equivalent is the prerequisite for all advanced courses.

### **301 Advanced Composition (3)**

Oral and written practice in current German idioms. Readings and interpretation of modern German plays and prose; techniques for plot and character analysis. Prerequisite: GERM 202 or equivalent.

### **302 Readings in German Literature (3)**

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: GERM 301 or equivalent.

### **303 Cultural Backgrounds of German Civilization (3)**

Survey of the social, cultural, and artistic manifestations in German from the origins to the present. Prerequisite: GERM 202 or equivalent.

### **304 Commercial Correspondence and Advanced Business German (3)**

Oral and written Geschäftsdeutsch with special attention to accurate and idiomatic expressions used in economics, business, professional, and technical fields with an insight into Germany's place in the European Union and the World Market. Extensive practice in writing business letters in the various fields of commerce. In addition, this course provides students with an option to achieve an international skills certificate that is to prepare for the exam of the Diplom Wirtschaftdeutsch für die USA, offered as a cooperative project by the American Association of Teachers of German, the German American Chamber of Commerce, Inc., and the Goethe Institute. Business majors may take GERM 304 in place of GERM 301. Prerequisite: GERM 202 or equivalent.

### **312 German Literature from 1900 to the Present (3)**

A survey of German literature from 1900 to the present. Important movements, authors, and works in German literature since the turn of the century. Prerequisite: GERM 301 or equivalent.

### **494 Topics in German Literature (3)**

Study at an advanced level of major topics of German literature, such as Medieval authors, Renaissance and Baroque masterworks, masterpieces of the Age of Enlightenment, the period of Storm and Stress, Classic

and Romantic, Realism, Naturalism, and Modern works of the 20th century; themes, authors, genres. This course may be repeated for credit when the topic changes.

Prerequisite: GERM 302 or equivalent.

### **499 Independent Study (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the minor. Prerequisite: Approval of the department chair.

## **CLASSICAL GREEK**

**John Fendrick, Ph.D., Area Coordinator**

Courses in classical languages are offered for those students who wish to enrich their knowledge of English vocabulary and grammar and become acquainted with Græco-Roman culture by studying ancient Greek and Latin.

Students may major or minor in Interdisciplinary Humanities with a concentration in Classical Studies will complete their upper-division course work by taking classes relating to Græco-Roman culture from other departments (such as History, Philosophy, Political Science, and Theology and Religious Studies). These courses are conducted in English.

### **Courses (GREK)**

#### **101 First Semester Greek (3)**

Introduction to Ancient (Attic) Greek. The fundamentals of Ancient Greek morphology, syntax, and vocabulary, with emphasis on the use of the language as it appears in the literature of 5th century Athens and the Bible. Study of English vocabulary derived from Greek. This course is open only to those who have never studied Greek, or who have not studied it in a considerable amount of time, as determined by the Director of Placement or this department (see Web site).

#### **102 Second Semester Greek (3)**

A continuation of GREK 101. Further study of morphology and syntax of Ancient (Attic) Greek. Easier readings excerpted from the writings of Aesop and Apollodorus. Extended passages from the New Testament. Prerequisite: GREK 101 or equivalent, or placement exam.

#### **201 Third Semester Greek (3)**

Review and further study of grammar and vocabulary of Ancient (Attic) Greek. Readings taken from the writings of Xenophon, Herodotus, and the Bible. Introduction to the epic poetry of Homer. Prerequisite: GREK 102 or equivalent, or placement exam. This course satisfies the Core Curriculum requirement.

## 202 Fourth Semester Greek (3)

Introduction to Greek literature and composition. This course introduces the student to a variety of classical, biblical, and early Christian authors through graded readings. In addition, students will learn to write simple Greek prose to strengthen their skill in mastering the complicated inflections and syntax of language. Prerequisite: GREK 201 or equivalent, or placement exam.

## ITALIAN

Susan Briziarelli, Ph.D., Area Coordinator

Because of its vast richness, the study of Italian language and culture has something to offer for everyone. The lower-division language classes give students the strong base in oral and written skills that will prepare them for a successful period of study in Italy, completion of the Italian minor, or simply give them the fundamental tools for developing conversational fluency. The minor in Italian is an excellent complement to a number of different disciplines such as art history, political science, business, literature, and philosophy. Upper-division courses are aimed at encouraging individual exploration of the country, its culture, and its literature, while at the same time building and reinforcing language proficiency.

Students who major or minor in Interdisciplinary Humanities with a concentration in Italian may include upper-division courses conducted in English by departments (such as History, Philosophy, Political Science, and Theology and Religious Studies) toward the major or minor.

Students are strongly encouraged to take advantage of our semester or year-long programs in Florence or Milan, Italy and/or our Third Semester Italian in Perugia summer course (information is available in Founders Hall 106 or online at <http://www.sandiego.edu/studyabroad>).

### The Minor

Two options are available:

- 18 units: at least 9 of the 18 units must be upper-division courses.
- 12 units of upper-division courses. Prerequisite: ITAL 202 or equivalent and approval by the department chair.

A minimum of 6 upper-division units must be taken on the USD campus. The experience of living and studying in Italy is highly recommended.

### Lower-Division Courses (ITAL)

A passing grade in ITAL 201 satisfies the Core Curriculum requirement.

## 101 First Semester Italian (3)

Essentials of Italian grammar together with stress upon pronunciation, reading, and oral comprehension. This course is open only to those who have never studied Italian,

or who have not studied it in a considerable amount of time, as determined by the Director of Placement or this department (see Web site). (Every semester)

## 102 Second Semester Italian (3)

Same orientation as in ITAL 101. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation, stressing not only pronunciation and oral comprehension, but also some aspects of Italian life and culture. Prerequisite: ITAL 101 (or equivalent) or placement exam. (Every semester)

## 201 Third Semester Italian (3)

The final course of the core language sequence completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the Italian-speaking community. This course is also offered in the summer in Perugia (see below). Prerequisite: ITAL 102 (or equivalent) or placement exam. (Every semester)

## 201 Third Semester Italian in Italy (3)

Intensive summer course in Italy conducted by a USD faculty member. Direct immersion in Italian life and culture. See course description above. The University reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Prerequisite: ITAL 102 (or equivalent) or placement exam.

## 202 Fourth Semester Italian (3)

Reading of selected works by well-known contemporary Italian authors. Practice in composition and grammar for a solid base and increased fluency in the language. Prerequisite: ITAL 201 (or equivalent) or placement exam. (Every semester)

## 230 Intermediate Conversation (3)

Intensive drill in spoken Italian based on assigned topics. This course does not count toward the Italian minor, but does count as elective units toward graduation. Prerequisite: ITAL 201 or 202 (or equivalent).

### Upper-Division Courses (ITAL)

#### 301 Advanced Composition (3)

Further development of oral and writing skills. Continued study of the grammatical structure of Italian with emphasis on idiomatic expressions and syntax. Reading of modern authors to consolidate the learning of idiomatic expressions and prepare for literature classes. Prerequisite: ITAL 202 (or equivalent). (Every semester)

### **303 Introduction to Italian Civilization and Culture (3)**

General study of the history, geography, and artistic contributions of Italy through texts and audio visual materials. Survey of modern life in Italy. Prerequisite: ITAL 202 (or equivalent). (Every spring semester)

### **304 Survey of Italian Literature (3)**

Study of the literary history and major masterpieces of Italian literature from the Middle Ages to the present. Prerequisite: ITAL 202 (or equivalent).

### **411 Masterpieces of Italian Literature (3)**

In-depth study of style and content of selected modern works. Prerequisite: ITAL 301 or approval of instructor.

### **494 Topics in Italian Literature (3)**

Study at an advanced level of major topics of Italian literature such as Medieval masterworks, Renaissance masterpieces, and Modern works, themes, and authors. When offered, selected subjects will be announced on the Web at <http://www.sandiego.edu/search/classes/>. This course may be repeated for credit when the topic changes. Prerequisites: ITAL 304 and 411 (or equivalent).

### **499 Independent Study (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the minor. Prerequisite: Approval of the department chair.

## **JAPANESE**

**Hiroko Takagi, M.A., Area Coordinator**

The Japanese language program introduces students to a totally different way of thinking from that to which speakers of English and European languages are accustomed. Collaborative classroom activities assist with the acquisition of the Japanese writing system, verbal and non-verbal communication, and Japanese culture. The understanding of a language and culture outside of the European sphere will benefit the student who wishes to “think globally.” In the world economy, Japan is second only to the United States. Proficiency in Japanese language and knowledge of the culture will be a strong asset for people in the 21st century.

Students may elect to minor in Asian Studies, an interdisciplinary program anchored in the Department of History. Upper-division courses will be completed in other departments (such as History, Philosophy, Political Science, and Theology and Religious Studies). These courses are conducted in English.

We strongly encourage students to take advantage of our semester or year-long program in Nagoya, Japan and/or

our Japanese Culture and Conversation summer course (information is available in Founders Hall 106 or online at <http://www.sandiego.edu/studyabroad>).

The Japanese program also has a relationship with the San Diego/Yokohama Sister City League, which provides opportunities to meet visiting students, visit Yokohama and, perhaps, obtain a summer internship.

## **Courses (JAPN)**

### **101 First Semester Japanese (3)**

An introduction to the four basic language skills: listening, speaking, reading, and writing (includes Katakana and Hiragana), with emphasis on oral skills. Supplemental practice with audio-visual materials required. This course is open only to those who have never studied Japanese, or who have not studied it in a considerable amount of time, as determined by the Director of Placement or this department (see Web site). (Every semester)

### **102 Second Semester Japanese (3)**

Continuation of JAPN 101. Continued development of basic language skills. Increased practice in reading and writing (Katakana, Hiragana), and introduction of 130 Chinese characters used in context. Relationship between language and culture. Supplemental practice with audio-visual materials required. Prerequisite: JAPN 101 or equivalent, or placement exam. (Every semester)

### **150 Japanese Culture and Conversation (3)**

A course designed for students who wish to enhance their command of spoken Japanese, including expanding vocabulary, idiomatic expressions, and the use of previously acquired grammatical structures. This course is also designed to enable the student to become acquainted with the history, geography, politics, traditional arts, and literature of Japan, in addition to daily customs of Japanese society. This course will be taught in Japan during the summer or winter. The University reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Students who have earned credit in JAPN 201 and/or 202 are also invited to enroll. Prerequisite: JAPN 102 or equivalent.

### **201 Third Semester Japanese (3)**

Further development of language competence. Practice in oral and written Japanese at the intermediate level, with emphasis on reading and basic composition. Supplemental practice with audio-visual materials required. This course satisfies the Core Curriculum requirement. Prerequisite: JAPN 102 or equivalent, or placement exam.

### **202 Fourth Semester Japanese (3)**

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy

cy and fluency. Use of authentic modern Japanese materials for better appreciation of the culture. Supplemental practice with audio-visual materials required. Prerequisite: JAPN 201 or equivalent, or placement exam.

#### **499 Independent Study (1-3)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the Asian Studies minor. Prerequisite: Approval of the department chair.

### **LATIN**

**John Fendrick, Ph.D., Area Coordinator**

Courses in classical languages are offered for those students who wish to enrich their knowledge of English vocabulary and grammar, and become acquainted with Græco-Roman culture by studying ancient Greek and Latin.

Students may major or minor in Interdisciplinary Humanities with a concentration in Classical Studies will complete their upper-division course work by taking classes relating to Græco-Roman culture from other departments (such as History, Philosophy, Political Science, and Theology and Religious Studies). These courses are conducted in English.

#### **Courses (LATN)**

##### **101 First Semester Latin (3)**

Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature. This course is open only to those who have never studied Latin, or who have not studied it in a considerable amount of time, as determined by the Director of Placement or this department (see Web site). (Every semester)

##### **102 Second Semester Latin (3)**

A continuation of LATN 101. Translating brief sections of Latin authors and exploring various facets of Roman culture continue as the nucleus of the course. Prerequisite: LATN 101 or equivalent, or placement exam. (Every semester)

##### **201 Third Semester Latin (3)**

Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature. This course satisfies the Core Curriculum requirement. Prerequisite: LATN 102 or equivalent, or placement exam. (Every semester)

##### **202 Fourth Semester Latin (3)**

Introduction to Latin literature. Designed for those who have completed three semesters of the grammar sequence, this course exposes students to a variety of classical and medieval authors through graded readings. Review of grammar as needed. Emphasis on cultural and historical aspects. Prerequisite: LATN 201 or equivalent, or placement exam.

### **SPANISH**

**Sandra Robertson, Ph.D., Area Coordinator**

**Michael Agnew, Ph.D.**

**Kimberly A. Eherenman, Ph.D.**

**Kevin Guerrieri, Ph.D.**

**Carl I. Jubran, Ph.D.**

**John L. Marambio, Ph.D.**

**Alejandro Meter, Ph.D.**

**Maria Cecilia Ruiz, Ph.D.**

The primary objectives of the elementary and intermediate Spanish courses are to enable the student both to communicate in Spanish and to learn to appreciate Hispanic civilization and culture. The main objectives of the upper-division Spanish courses (SPAN 300 and above) are to give the student minoring or majoring in Spanish an in-depth knowledge of the structure of the language (grammar and linguistics courses), civilization and culture (courses in Hispanic civilization and film), and the literatures of Spain and Latin America (literature courses).

It is highly recommended that students take advantage of USD study abroad programs in Mexico, Spain, and Latin America. Information is available in Founders Hall 106 or online at <http://www.sandiego.edu/studyabroad>.

#### **Preparation for the Major**

A working knowledge of the fundamentals of Spanish grammar and syntax, correct pronunciation, and ease in oral expression (12 units of lower-division or equivalent).

#### **The Major**

The 24 units of upper-division work, which must be selected from Spanish courses numbered 300 or above, must include:

1. SPAN 301
2. SPAN 303
3. SPAN 302 or 304 or 305
4. One 400-level course in Spanish Peninsular Literature
5. One 400-level course in Latin American Literature
6. One 400-level course in Latin American or Spanish Peninsular Literature.

A minimum of 15 upper-division units must be taken on the USD campus. The experience of living and studying in a Spanish-speaking country is highly recommended.

## **The Minor**

Two options:

1. 18 units: at least 9 of the 18 units must be in upper-division courses (numbered 300 and above).
2. 12 units of upper-division courses (numbered 300 and above). Prerequisites: Fourth semester competency in Spanish and approval by the department chair.

A minimum of 6 upper-division units must be taken on the USD campus. The experience of living and studying in a Spanish-speaking country is highly recommended.

## **Lower-Division Courses (SPAN)**

### **101 First Semester Spanish (3)**

The first course in the three-semester core language sequence is an introduction to the four basic language skills: listening, speaking, reading, and writing. Throughout the sequence, emphasis is placed on the development of communicative proficiency – with a focus on oral practice – and on heightening students' awareness of cultural contexts. This course is open only to those who have never studied Spanish, or who have not studied it in a considerable amount of time, as determined by the Director of Placement (see Web site). (Every semester)

### **102 Second Semester Spanish (3)**

The second course of the core language sequence introduces new structures and continues the development of cultural awareness, as well as communicative proficiency, in the four basic skills described above. Prerequisite: SPAN 101 or equivalent, or placement exam. (Every semester)

### **201 Third Semester Spanish (3)**

The final course of the core language sequence completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the Spanish speaking community. Prerequisite: SPAN 102 or equivalent, or placement exam. (Every semester)

### **202 Fourth Semester Spanish (3)**

A review of the structures of the language, as well as practice in composition and conversation, in preparation for upper-division work. Prerequisite: SPAN 201 or equivalent, or placement exam. (Every semester)

## **Upper-Division Courses (SPAN)**

Both SPAN 301 and 303 are prerequisites for Spanish courses numbered 320 and higher.

Courses marked with an asterisk (\*) are required for the Single Subject Teaching Credential.

### **300 Conversation (3)**

A course designed for students who wish to enhance their command of spoken Spanish, including building vocabulary and expanding the use of more advanced grammatical structures. This course does not accept students who already have oral proficiency in the language. Prerequisite: SPAN 202 or equivalent. (Every semester)

### **301 Grammar and Composition (3)\***

An in-depth study of the grammatical structures of Spanish with emphasis on the fundamentals of various modes of written expression. Prerequisite: SPAN 202 or equivalent. (Every semester)

### **302 Civilizations of Spain (3)\***

An introduction to the civilizations and cultures of Spain from pre-Roman times to the present. The course is designed to introduce the cultural history of Spain through a wide variety of readings and materials. Prerequisite: SPAN 202 or equivalent. (Every semester)

### **303 Introduction to Hispanic Literature (3)\***

An introduction to the literatures of Latin America and Spain through the reading of different genres: narrative, poetry, theater, and essay. Prerequisite: SPAN 202 or equivalent. (Every semester)

### **304 Civilizations of Latin America (3)\***

An introduction to Latin American civilizations and cultures from Pre-Columbian times to the present. The course is designed to introduce the cultural history of Latin America through a wide variety of readings and materials. Prerequisite: SPAN 202 or equivalent. (Every semester)

### **305 Spanish for Business and International Trade (3)**

The course is designed to enable the student to become acquainted both with the culture of the business world in Spanish-speaking countries and with the language of business as used in these countries. Prerequisite: SPAN 202 or equivalent. (Every fall)

### **306 Spanish Phonetics (3)\***

A study of the production and description of the sounds of Spanish and their similarities and differences with the English sound system. Attention is given to various aspects of teaching Spanish pronunciation. Prerequisite: SPAN 301 or equivalent.

### **307 Spanish Applied Linguistics (3)\***

An introduction to linguistics and its applications. Students participate in the practical aspects of classroom techniques for the teaching and learning of Spanish. Prerequisite: SPAN 301 or equivalent.

**320 Survey of Spanish Literature (3)\***

A survey of Spanish literature from its origins in the Middle Ages to the present, including representative works and authors from major periods. Prerequisites: SPAN 301 and 303, or equivalents.

**360 Survey of Latin American Literature (3)\***

A survey of representative works and authors of Latin American literature from pre-Columbian times to the present. Includes readings in prose, poetry, and drama. Prerequisites: SPAN 301 and 303, or equivalents.

**422 Studies in Medieval Spanish Literature (3)**

Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century. Prerequisites: SPAN 301 and 30, or equivalents.

**423 Studies in Spanish Literature of the Golden Age (3)**

A study of the masterpieces and authors of Spain's Golden Age (1500-1700). Readings may include poetry, theater, and the novel. Prerequisites: SPAN 301 and 303, or equivalents.

**424 Don Quijote de la Mancha (3)**

Considered Spain's greatest contribution to world literature, Cervantes' *Don Quijote* is read and analyzed. Includes reading and discussion of appropriate critical commentary. Prerequisites: SPAN 301 and 303, or equivalents.

**426 Spanish Literature of the Eighteenth and Nineteenth Centuries (3)**

Selected representative works of Spain's foremost dramatists, poets, and prose writers from the Enlightenment to the Generation of 1898. Prerequisites: SPAN 301 and 303, or equivalents.

**427 Twentieth Century Spanish Literature (3)**

Intensive readings and discussion of selected works by major writers in Spain during the periods spanning the Generation of 1927, the Civil War, dictatorship, and democracy. Prerequisites: SPAN 301 and 303, or equivalents.

**429 Cinema of Spain (3)**

Selected representative works of film in Spain and their relationship to Spanish history, literature, art, and society. Prerequisites: SPAN 301 and 303, or equivalents.

**448 Latin American Short Story (3)**

Principal Latin American short story writers from the beginning of the genre in the 19th century to the present. Prerequisites: SPAN 301 and 303, or equivalents.

**449 Latin American Novel (3)**

A study of the novel in Latin America from the 19th century to the "Boom" and beyond. Prerequisites: SPAN 301 and 303, or equivalents.

**451 Latin American Poetry (3)**

A study of the development of Latin American poetry from pre-Columbian times to the present. Prerequisites: SPAN 301 and 303, or equivalents.

**453 Mexican Literature and Culture (3)\***

A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture. Prerequisites: SPAN 301 and 303, or equivalents.

**457 Latin American Cinema (3)**

A course focusing on Latin American film and its relationship to the literature and society of Latin America. Prerequisites: SPAN 301 and 303, or equivalents.

**493 Field Experience in Spanish (1-3)**

Placement in a community agency where developed language skills will be used. A maximum of 2 units may be applied to the major, but none to the minor. Prerequisite: Community placement requires approval by the department chair.

**494 Topics in Hispanic Literature (3)**

Study of special topics in Spanish and/or Latin American literature. When offered, selected subjects will be announced on the Web at <http://www.sandiego.edu/search/classes/>. This course may be repeated for credit when the topic changes. Prerequisites: SPAN 301 and 303, or equivalents.

**499 Independent Study (1-3)**

A program arranged between student and instructor to provide intensive study in a particular area of interest. This course is not intended to substitute for regular course offerings. A maximum of three units may be applied to the major, but none to the minor. Prerequisites: SPAN 301 and 303, or equivalents, and approval of the department chair.

# Liberal Studies

## Program Coordinators

Kay Etheridge, D.M.A.

Lynn McGrath, Ph.D.

## Concentration Coordinators

Angelo Orona, Ph.D., Anthropology

Duncan McCosker, M.F.A., Art

Sally Yard, Ph.D., Art History

Lisa Baird, Ph.D., Biology

Mary Quinn, Ph.D., English

Jim Gump, Ph.D., History

Kimberly Eherenman, Ph.D., Languages and Literatures

Anne Sturz, Ph.D., Marine Science

Perla Myers, Ph.D., Mathematics

Kay Etheridge, D.M.A., Music

Fred Miller Robinson, Ph.D., Theatre Arts

## THE LIBERAL STUDIES MAJOR

The Liberal Studies (LS) major is a California state-approved subject matter preparation program for students interested in becoming elementary school teachers. This major is open only to students intending to pursue Preliminary Multiple Subjects, BCLAD (bilingual), or Education Specialist Credentials. (Students interested in Liberal Studies who do not plan to become teachers may wish to consider the Interdisciplinary Humanities major listed in this *Bulletin*. The Interdisciplinary Humanities major does not satisfy requirements for the Multiple Subjects Credential.)

The Liberal Studies major consists of core courses, concentration courses, and professional preparation courses. The core courses provide instruction in the content that is tested on the California subject matter competency exam (California Subject Examination for Teachers/CSET). Only grades of C or higher satisfy core and concentration course requirements. Only grades of B– or higher in professional preparation courses satisfy requirements for teaching credentials. No courses can be taken pass/fail. The course ENGL 306W includes the capstone requirement for the core of the program and should be taken near completion of the core courses. The CSET must be passed prior to student teaching.

The LS major is a nine-semester program that can be finished in four years if students carry 18 units per semester and/or take courses during the Summer Sessions and/or Intersession. LS majors take professional preparation courses concurrently with core courses starting in the second semester of the sophomore year. In order to complete requirements successfully, students should apply to the Teacher Credential Program in the second semester of the sophomore year. Students must be admitted into the Credential Program prior to enrolling in methods courses.

*Students are urged to declare the LS major as soon as possible to ensure rapid and efficient progress through the degree.* Students must meet regularly with their Liberal Studies Core advisor and the Liberal Studies coordinator throughout their enrollment. Upon admission to the Teacher Credential Program, students should also meet regularly with their School of Leadership and Education Sciences Credential advisor and the School of Leadership and Education Sciences Credential Analyst. Information on the credential application process and the credential requirements can be obtained from the Liberal Studies coordinator or the School of Leadership and Education Sciences Credential Analyst.

Students who successfully complete all program requirements except the student teaching may choose to graduate with a bachelor's degree and complete the student teaching as a graduate student. Students who meet University requirements for graduation but do not meet all program requirements for entry into student teaching (see School of Leadership and Education Sciences section of this *Bulletin*) may graduate with the Liberal Studies major if they have completed at least 9 professional preparation units.

Liberal Studies majors must save all major assignments and exams completed in core courses for possible inclusion in the Content Portfolio to be created in ENGL 306W.

## CORE COURSES (85-97 units)

### Study of Language (15-27 units)

*English (15 units)*

ENGL 122 – Composition and Literature for Educators (3)

Choose one:

ENGL 225 – Studies in U.S. Literature (3)

ENGL 228 – Studies in World Literature (3)

Required:

ENGL 231 – Children's Literature (3)

ENGL 306W – Advanced Composition for Educators (3)

*Note:* This course is the LS capstone and should be taken near the completion of core courses.

ENGL 318 – Development of the English Language (3)

*Foreign Language Lower Division (0-12 units)*

Students must demonstrate third semester competency through course work or examination. BCLAD candidates must meet fourth semester competency in Spanish.

### Study of Mathematics (9 units)

Required:

MATH 115 – College Algebra (3)

MATH 200 – Mathematical Concepts for Elementary Teachers I (3)

MATH 300 – Mathematical Concepts for Elementary Teachers II (3)

### Study of Science (10 units)

Required:

BIOL 110 – Life Science for Educators (3)

CHEM 105 – Physical Science for K-8 Teachers (3)

ENVI 109 – Introduction to Physical Geography (4)

### Study of Social Sciences and History (15 units)

*History (12 units)*

Required:

HIST 116 – War and Peace in the Modern World (3)

HIST 117 – U.S. History to 1870 (3)

HIST 118 – U.S. History, 1870 to the present (3)

HIST 389 – History of California (3)

*Political Science (3 units)*

Choose one:

POLS 100 – Introduction to Political Science (3)

POLS 125 – American Politics (3)

### Study of Humanities (18 units)

*Theology and Religious Studies (9 units; 3 units must be upper division)*

Required:

THRS 112 – Introduction to World Religions (3)

THRS 116 – Introduction to Biblical Studies (3)

One upper-division course (3)

*Philosophy (9 units)*

Choose one:\*

MATH 160 – Logic for Mathematics and Computer Science (3)

PHIL 101 – Introduction to Logic (3)

\*Students who choose the Concentration in Mathematics are encouraged to satisfy the Core Curriculum logic requirement with MATH 160.

Required:

PHIL 341 – Ethics and Education (3)

One additional course other than logic or ethics, e.g. PHIL 110, 111, 112, 114, 481, 483

### Visual and Performing Arts (9 units)

Required:

MUSC 200 – Comprehensive Musicianship for Educators (3)

THEA 155 – Theatre in Education (3)

ARTV 350 – Art Fundamentals (3)

### Physical Education (3 units)

Required:

EDUC 360 – Physical Education in Elementary Schools (3)

### Human Development (6 units)

Required:

PSYC 101 – Introductory Psychology (3)

PSYC 314 – Developmental Psychology: Childhood and Adolescence (3)

### CONCENTRATIONS (12-15 units)

The Concentration provides broad, primarily upper-division study in a subject area that forms a part of the elementary school curriculum. Select one Concentration.

#### Art (12 units)

Choose one of the following tracks:

*Art History Track*

Prerequisite:

ARTH 334 – Art of the Twentieth Century in Europe and the Americas (3)

Choose three:

ARTH 333 – Modern Art: 1780-1920 (3)

ARTH 336 – History and Theory of Photography (3)

ARTH 339 – Museum Studies (3)

ARTH 382 – Public Art Studio Seminar (3)

*3D/Sculpture Track*

Prerequisite:

ARTV 104 – Foundations in Form, Space, and Time (3)

Required:

ARTV 364 – Introduction to Sculpture: Form, Content, Context (3)

ARTV 367 – 3D Metalworking Studio (3)

Select a third upper-division course in consultation with the Art Concentration coordinator (3)

*Visual Communication and Graphic Design Track*

Prerequisite:

ARTV 103 – Design Foundations (3)

Required:

ARTV 108 – Introduction to New Media in Art (3)

ARTV 300 – Visual Communications (3)

Choose one:

ARTV 308 – Web Art (3)

ARTV 401 – Advanced Visual Communications (3)

*Photography Track*

Prerequisite:

ARTV 160 – Photography (3)

Required:

ARTV 353 – Color Photography (3)

Select two upper-division courses in consultation with the Art Concentration coordinator (6)

*Painting and Drawing Track*

Prerequisite:

ARTV 101 – Fundamentals of Drawing (3)

Required:

ARTV 302 – Intermediate Drawing (3)

ARTV 328 – Fundamentals of Painting (3)

Select a third upper-division course in consultation with the Art Concentration coordinator (3)

**History (12 units)**

Choose one:

HIST 102 – The Ancient World (3)

HIST 103 – The Medieval World (3)

HIST 108 – The Atlantic World, 1500-1800 (3)

HIST 109 – The Pacific World, 1500-1800 (3)

Choose one:

HIST 346 – Topics in Medieval and Early Modern Europe (3)

HIST 347 – Topics in Modern Europe (3)

HIST 358 – Topics in Modern World History (3)

Choose two:

HIST 359 – Modern Middle East (3)

HIST 360 – Colonial Latin America (3)

HIST 361 – Modern Latin America (3)

HIST 364 – Topics in Asian History (3)

HIST 365 – History of China (3)

HIST 366 – History of Japan (3)

HIST 368 – History of Africa (3)

HIST 384 – History of Mexico (3)

**Life Science (13-15 units)**

Prerequisite/Required:

BIOL 190 – Introduction to Genetics, Ecology, and Evolution (3)

BIOL 221 – Biology of Organisms (3)

BIOL 221L – Biology of Organisms Laboratory (1)

BIOL 225 – Introduction to Cell Processes (3)

BIOL 225L – Introduction to Cell Processes Laboratory (1)

Choose one:

BIOL 344 – Plant Systematics (4)

BIOL 346 – Vertebrate Natural History (4)

BIOL 350 – Invertebrate Zoology (4)

BIOL 361 – Ecological Communities of San Diego County (2)

**Literature (12 units)**

Required:

ENGL 222 – Poetry (3)

ENGL 358 – U.S. Ethnic Literature (3)

Choose two:

ENGL 348 – Nineteenth Century Novel (3)

ENGL 356 – U.S. Literature from 1900 to 1940 (3)

ENGL 357 – Modern U.S. Nonfiction (3)

ENGL 359 – Modern U.S. Fiction (3)

ENGL 360 – Modern Poetry (3)

ENGL 362 – Modern Drama (3)

ENGL 364 – Postcolonial Studies (3)

ENGL 366 – Modern European Literature (3)

ENGL 368 – Modern British Literature (3)

ENGL 374 – Gender and Literature (3)

**Marine Science (12 units)**

Required:

ENVI 121 – Life in the Ocean (4)

ENVI 331W – Coastal Environmental Science (4)

MARS 120 – Introduction to Physical Oceanography (4)

**Mathematics (13-15 units)**

*Note:* Other choices are possible for students with advanced standing in Mathematics. Please consult with the Mathematics Concentration coordinator before selecting courses.

Required:

MATH 120 – Introduction to Statistics (3)

MATH 150 – Calculus I (4)

Choose two:

COMP 150 – Computer Programming I (4)

MATH 112 – Investigations in Modern Mathematics (3)

MATH 151 – Calculus II (4)

MATH 160 – Logic for Mathematics and Computer

Science (3); also satisfies the CC logic requirement

MATH 320 – Linear Algebra (3)\*

\* MATH 151 is a prerequisite

**Multicultural Studies (15 units)**

*Sociology*

Prerequisite:

SOCI 101 – Introduction to Sociology (3)

Required:

SOCI 331 – Race and Ethnic Relations (3)

Choose one:

*Note:* Other choices, including Ethnic Studies, may be possible in consultation with the Multicultural Studies Concentration coordinator.

- SOCI 311 – Popular Culture (3)
- SOCI 320 – U.S. Society (3)
- SOCI 357 – Inequality and Stratification (3)
- SOCI 363 – Urban Sociology (3)
- SOCI 370 – Sociology of Education (3)

#### *Anthropology*

Choose two:

- ANTH 320D – North American Indian Cultures (3)
- ANTH 321D – California and Great Basin Indian Cultures (3)
- ANTH 323D – Southwest Cultures (3)
- ANTH 327 – South American Indian Cultures (3)
- ANTH 328 – Caribbean Cultures (3)
- ANTH 370 – Indigenous Religions (3)
- ANTH 380 – Cultural Diversity (3)

#### **Music (15 units)**

*Note:* For students with previous musical training and experience, other choices may be possible in consultation with the Music Concentration coordinator.

- MUSC 120 – Fundamentals of Music Theory (3)
- MUSC 210 – Aural and Keyboard Skills I (1)
- MUSC 220 – Harmony I (3)

Choose one:

- MUSC 100 – Introduction to Music (3)
- MUSC 130 – Music in Society (3)

Choose one:

- MUSC 420 – Digital Audio Composition (3)
- MUSC 440 – World Music (Every spring semester) (3)

Choose two: Cannot be repeated for credit without special permission from the Music Concentration Coordinator.

- MUSC 105 – Class Piano I (1)
- MUSC 107 – Class Voice (1)
- MUSC 108 – Class Guitar (1)
- MUSC 150/350 – Chamber Music Ensembles (1)
- MUSC 151/351 – USD Symphony Orchestra (1)
- MUSC 153/353 – Concert Choir (1)
- MUSC 160-180/360-380 – Individual Music lessons (1)
- MUSC 205 – Class Piano II (1)

#### **Spanish Language and Latin American Cultures (15 units; required for BCLAD)**

##### *Anthropology*

Prerequisite:

- ANTH 102 – Introduction to Cultural Anthropology (3)

##### *History*

Required:

- HIST 383 – Chicano History (3)

##### *Spanish*

Required:

- SPAN 301 – Grammar and Composition (3)
- SPAN 303 – Introduction to Hispanic Literature (3)
- SPAN 304 – Civilizations of Latin America (3)

#### **Theatre (13 units)**

Required:

- THEA 305 – Technical Theatre with Lab (4)
- THEA 230 – Acting I (3)

Choose one:

- THEA 220 – Fundamentals of Theatrical Design (3)
- THEA 302 – Acting II (3)

Choose one additional course from the following:\*

- THEA 220 – Fundamentals of Theatrical Design (3)
- THEA 302 – Acting II (3)
- THEA 303 – Costume Construction (3)
- THEA 320 – Scenic Design (3)
- THEA 330 – Costume Design (3)
- THEA 435 – Acting III (3)
- THEA 340 – Voice and Speech (3)
- THEA 350 – Movement for Actors (3)
- THEA 360W – Theatre History (3)
- THEA 365W – Playwriting (3)
- THEA 369W – Contemporary Theatre (3)
- THEA 375C – Theatre and Community Seminar (3)
- THEA 445 – Producing and Directing (3)
- THEA 455 – Stage Management (3)
- THEA 494 – Special Topics in Theatre (3)

\*Some upper-division courses may have prerequisites

#### **PROFESSIONAL PREPARATION (33-39 units)**

The School of Leadership and Education Sciences offers a variety of credentials for students who intend to become teachers. Two credential programs are offered for students interested in teaching at the elementary level: Multiple Subjects and Multiple Subjects/BCLAD (bilingual). Three credential programs are offered for students interested in becoming Special Education teachers: Mild/Moderate (grades K-12), Moderate/Severe (grades K-12), and Early Childhood Special Education (Birth-Pre-Kindergarten).

The Professional Preparation courses and eligibility requirements for student teaching are detailed in the School of Leadership and Education Sciences section of this *Bulletin*.

## Library Science

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Edward D. Starkey, M.S.L.S., M.A., University Librarian  
Amy Besnoy, M.L.S.  
Michael J. Epstein, M.A., M.L.S.  
Diane Maher, M.A., M.L.S.  
Alma C. Ortega, M.L.I.S., M.A.  
Tamara L. Shaw, M.A., M.L.S.  
Margit Smith, M.A., M.L.S.  
Steve Staninger, M.A., M.L.S.  
Jade Winn, Ed.D., M.L.I.S.

### LIBRARY SCIENCE COURSES (LIBR)

#### 101 Research Methods (3)

The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and evaluate critical information for all disciplines both within libraries and on the Internet. Students are encouraged to think about how information is structured and disseminated as well as the ethical use of information in society.

#### 103 Information Literacy and Research Strategies (3)

This course will teach the skills needed to effectively gather information to support educational and research needs in diverse formats. Topics include formulating research questions, the evaluation and presentation of information, ethical uses of information, effective search methods, citation practices, exploration of multiple literacies, and relevant readings and writings with discussions prompted by current issues.

## Marine Science

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Michel A. Boudrias, Ph.D., Chair  
Elizabeth D. Baker Treloar, M.S.  
Hugh I. Ellis, Ph.D.  
Sarah C. Gray, Ph.D.  
Ronald S. Kaufmann, Ph.D.  
Mary Sue Lowery, Ph.D.  
Anne A. Sturz, Ph.D.  
Zhi-Yong Yin, Ph.D.

#### Adjunct

Joseph Gorga, Ph.D.  
Alberto Zirino, Ph.D.

### THE MARINE SCIENCE MAJOR

The Marine Science major, offered by the Department of Marine Science and Environmental Studies, is intended for students interested in the natural sciences as well as the marine world. It provides a rigorous curriculum that is intended to prepare students to go on to either graduate studies or directly into oceanographic work. A core of oceanography courses unifies the Marine Science major. In addition, the student elects curriculum from a pathway in Biology or Earth Systems Science. The student majoring in Marine Science is encouraged to select an advisor from his or her area of concentration as soon as possible. A list of advisors is available from the chair of the Department of Marine Science and Environmental Studies.

#### Preparation for the Major

31 units of lower-division courses are required: BIOL 190 and 221/221L, CHEM 151/151L and 152/152L, ENVI 110, MARS 120, MATH 150, and PHYS 136, 137. MATH 151 is recommended for students who anticipate going to graduate school.

#### Major Requirements

The major is made up of a core of Marine Science and Environmental Studies courses and a concentration of courses in a particular discipline (called the "Pathway").

#### The Marine Science Core

18 units of upper-division courses in Marine Science are required.

MARS 450 – Geological Oceanography (4)

MARS 451W – Biological Oceanography (4)

(= BIOL 451W)

MARS 427 – Marine Environment (3)

MARS 452 – Physical and Chemical Oceanography (4)

Capstone Experience – at least 2 units of practical experience in MARS 496, 498, 499, or an equivalent course and MARS 495 – Senior Seminar (3)

## The Pathways

The pathways associated with this major are Biology and Earth Systems. Each pathway offers a concentration of courses, providing depth in the particular pathway; the units differ slightly according to the specific pathway.

### 1. Biology Pathway (22-23 units)

BIOL 225/225L – Introduction to Cell Processes (4)

BIOL 300 – Genetics (3)

CHEM 301/301L – Organic Chemistry (4)

### Upper-division Electives (11-12 units)

Choose at least one course from each category; at least two courses with laboratory:

Ecology:

BIOL 460W – Ecology (4)

MARS 567 – Deep-Sea Biology (3)

Organismal Biology:

BIOL 342 – Microbiology (4)

BIOL 350 – Invertebrate Zoology (4)

MARS 562 – Biology of Fishes (3)

MARS 565 – Marine Mammals (3)

Physiology/Molecular Biology:

BIOL 312 – Molecular Methods in Evolutionary Biology (4)

BIOL 376 – Animal Development (4)

BIOL 382 – Techniques in Molecular Biology (4)

BIOL 477/477L – Invertebrate Physiology (4)

BIOL 478W/478L – Vertebrate Physiology (4)

BIOL 480/480L – Cell Physiology (4)

### 2. Earth Systems Pathway (17-21 units)

ENVI 215 – Introduction to Maps and Spatial Data Analysis (3)

MATH 120 – Introduction to Statistics (3)

MARS 474 – History of the Earth and Climate (3)

### Upper-division Electives (9-12 units)

Choose at least one course from each category; at least two courses with laboratory:

Methods in Earth System Science:

ENVI 315 – Geographic Information Systems (3)

ENVI 420 – Introduction to Remote Sensing (4)

System Interactions:

ENVI 471 – Near Shore Processes (3)

ENVI 485 – Environmental Geology (4)

ENVI 487 – Surface Water Hydrology (4)

MARS 473 – Climatology (4)

Elective:

BIOL 361 – Ecological Communities of San Diego County (2)

CHEM 301/301L – Organic Chemistry (4)

CHEM 355 – Environmental Chemistry (3)

Upper division elective in Marine Science or Environmental Studies (3-4)

## R E C O M M E N D E D P R O G R A M O F S T U D Y B I O L O G Y P A T H W A Y

### FRESHMAN YEAR

#### SEMESTER I

BIOL 190 (3) or  
MARS 120 (4)  
CHEM 151/151L (4)  
MATH 150 (4)  
CC or Electives (3-6)

#### SEMESTER II

BIOL 190 (3) or  
MARS 120 (4)  
BIOL 221/221L (4)  
CHEM 152/152L (4)  
CC or Electives (3-5)

### SOPHOMORE YEAR

#### SEMESTER I

BIOL 225/225L (4)  
CHEM 301/301L (4)  
ENVI 110 (4)  
CC (3-6)

#### SEMESTER II

BIOL 300 (3)  
PHYS 136 (4)  
CC or Electives (6-9)

### JUNIOR YEAR

#### SEMESTER I

MARS 427 (3)  
MARS 450 (4)  
PHYS 137 (4)  
Pathway elective (3-4)  
CC or Electives (3)

#### SEMESTER II

MARS 496 or 497 or  
498 (1-2)  
Pathway elective (6-8)  
CC or Electives (8-11)

### SENIOR YEAR

#### SEMESTER I

MARS 451W (4)  
MARS 496, 497,  
or 498 (1-2)  
Pathway elective (3-4)  
CC or Electives (8-10)

#### SEMESTER II

MARS 452 (4)  
MARS 495 (1)  
Pathway elective (3-4)  
Pathway elective (3-4)  
CC or Electives (3-6)

The recommended program of study is an examples of how courses may be arranged. It does not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

A maximum of 3 units in addition to Capstone requirements of MARS 496, 497, and 498 may be used in any combination to satisfy course requirements of the major.

### THE MARINE SCIENCE MINOR

Because of the prerequisites and orientation of the courses in Marine Science, this minor is intended for students majoring in natural sciences. A minimum of 18 units outside the major are required, nine of which are upper-division units, including:

#### Lower-division Preparation

Take MARS 120 – Introduction to Physical Oceanography (4) and two of the following:

BIOL 190 – Introduction to Genetics, Ecology, and Evolution (3)

BIOL 221/221L – Biology of Organisms (4)

CHEM 152/152L – General Chemistry (4)

ENVI 110 – Introduction to Earth Systems (4)

PHYS 137 – General Physics II (4)

Choice of lower-division preparation courses should take into consideration prerequisites for upper-division core courses.

#### Upper-division Core

Take two of the following:

MARS 450 – Geological Oceanography (4)

(Prerequisite: ENVI 110)

MARS 451W – Biological Oceanography (4)

(Prerequisites: BIOL 190 and 221/221L)

MARS 452 – Physical and Chemical Oceanography (4)

(Prerequisites: CHEM 152/152L and PHYS 137)

### MARINE SCIENCE COURSES (MARS)

#### 101 Physical Aspects of the Ocean (3)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will satisfy the Core Curriculum requirement for a physical science and, when a laboratory is offered as a part of the course, for a Core Curriculum laboratory course, but will not satisfy the requirements of either the Marine Science or Environmental Studies major without the consent of the chair of Marine Science and Environmental Studies. Two lectures and one laboratory or field experience per week; may be taught without laboratory. (Every semester)

#### 120 Introduction to Physical Oceanography (4)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; shoreline processes; and the topography of the ocean basin will be studied. This course is intended for students majoring in either Marine Science or Environmental Studies. Three lectures and one laboratory per week. Prerequisite: Concurrent enrollment in CHEM 111 or 151/151L, or consent of instructor. (Every semester)

#### 329 Law of the Sea (3)

A study of the regimes of the sea, including fisheries and law enforcement and coastal management zones. The politics of ocean regulation will be examined with special attention to law of the sea negotiations involving strategic

## RECOMMENDED PROGRAM OF STUDY EARTH SYSTEMS PATHWAY

#### FRESHMAN YEAR

##### SEMESTER I

BIOL 190 or  
MARS 120 (3-4)  
CHEM 151/151L (4)  
MATH 120 (3)  
CC or Elective (3-6)

##### SEMESTER II

BIOL 190 or  
MARS 120 (3-4)  
CHEM 152/152L (4)  
ENVI 110 (4)  
CC or Elective (3-6)

#### SOPHOMORE YEAR

##### SEMESTER I

ENVI 215 (3)  
MATH 150 (4)  
PHYS 136 (4)  
CC or Electives (3-6)

##### SEMESTER II

BIOL 221/221L (4)  
PHYS 137 (4)  
CC or Electives (6-9)

#### JUNIOR YEAR

##### SEMESTER I

MARS 427 (3)  
MARS 450 (4)  
Pathway elective (3-4)  
CC or Electives (6-9)

##### SEMESTER II

MARS 496, 497,  
or 498 (1-2)  
Pathway elective (3-4)  
CC or Electives (9-12)

#### SENIOR YEAR

##### SEMESTER I

MARS 451W (4)  
MARS 474 (3)  
MARS 496, 497,  
or 498 (1-2)  
CC or Electives (9)

##### SEMESTER II

MARS 452 (4)  
MARS 495 (1)  
Pathway elective (3-4)  
CC or Electives (9-10)

The recommended program of study is an example of how courses may be arranged. It does not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

and economic prospects for the oceans. Cross-listed as POLS 329.

#### **427 Marine Environment (3)**

A study of the oceans, their influence on the rest of the planet, and threats to their stability. Topics include utilization of marine resources, marine conservation, global climate patterns generated by the oceans, and marine pollution. Three lectures per week. Prerequisites: ENVI 331W or MARS 451W, and ENVI 110, or consent of instructor. (Fall semester)

#### **450 Geological Oceanography (4)**

The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics, sedimentation processes in the oceans, and Paleooceanography. Three lectures and one laboratory per week; some weekend field trips may be required. Prerequisites: BIOL 221/221L, ENVI 110, MARS 120, and MATH 115. (Fall semester)

#### **451W Biological Oceanography (4)**

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three lectures and one laboratory per week. Prerequisites: BIOL 190, 221/221L, and 300. Cross-listed as BIOL 451W. (Fall semester)

#### **452 Physical and Chemical Oceanography (4)**

An interdisciplinary, in-depth study of the physics and chemistry of ocean water, ocean circulation, waves, and tides. Three lectures and one laboratory per week. Prerequisites: CHEM 152/152L, MARS 120, MATH 150, and PHYS 137 or 271. (Spring semester)

#### **468 Marine Ecology (3)**

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and cover plankton, nekton, and benthic communities. Three hours per week consisting of lectures and seminars. Cross-listed as BIOL 468. (Spring semester)

#### **471 Near Shore Processes (3)**

Physical and chemical processes which influence coastal sediment and water mass distribution, and chemical composition. Topics include currents and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical composition of seawater, sediment transport, and chemical reactions in estuaries and bays. The impact of human

activities on coastal areas will also be covered. Three lectures per week. Prerequisites: CHEM 152/152L, MARS 120, and PHYS 136 or 270.

#### **473 Climatology (4)**

A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data, and current issues such as human-induced climatic changes will be discussed. This course will cover the earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation, and climates in different regions of the world. Three lectures and one laboratory a week. Prerequisites: MARS 110 and MATH 120, or consent of instructor.

#### **474 History of the Earth and Climate (3)**

A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change, and the scientific basis of global warming. Three lectures per week. Prerequisites: ENVI 110 and MARS 120, or consent of instructor.

#### **478 Boundary Layer Flow (3)**

The interactions between fluid dynamic processes in the oceans and the organisms that live in different habitats. The main objective is to provide a descriptive and conceptual understanding of boundary layer fluid dynamics at several scales from whole ocean basins to flow around organisms. Examples will illustrate physical aspects of fluid dynamics; biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal; and geological and geochemical aspects of sediment-sea water interactions. Three lectures per week. Prerequisites: PHYS 136 and 137, or consent of instructor.

#### **493 Methods in Marine Science (1-3)**

Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend, or extended field trips may be required. Course may be repeated for credit only upon approval of the chair of Marine Science and Environmental Studies.

#### **494 Special Topics in Marine Science (2-4)**

Topics of special interest and/or unique opportunity. Prerequisites: Upper-division standing and consent of the instructor or pathway advisor.

#### 495 Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest with emphasis from their pathway. Enrollment for credit is limited to, and required of all, senior students majoring in Marine Science. (Every semester)

#### 496 Research (1-3)

Students develop and/or assist in research projects in various fields of marine science. Prerequisite: Consent of instructor. (Every semester)

#### 497 Undergraduate Laboratory Assistant (1)

Assist laboratory instructor in all aspects of a Marine Science laboratory. Unit counts toward graduation, but not toward the major/minor. Pass/fail only. (Every semester)

#### 498 Internship (1-2)

Experience in the practical and experimental application of marine science. Students will be involved in projects conducted by agencies and institutions outside the University, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper-division units can be earned toward fulfillment of the requirements of the major. Pass/fail only. (Every semester)

#### 499 Independent Study (1-2)

Independent study designed for individual student needs. Prerequisite: Consent of the chair of Marine Science and Environmental Studies. (Every semester)

## Mathematics

Lukasz Pruski, Ph.D., Area Coordinator

Dwight R. Bean, Ph.D.

Jane E. Friedman, Ph.D.

John H. Glick, Ph.D.

Jennifer Gorsky, Ph.D.

Stanley J. Gurak, Ph.D.

Diane Hoffoss, Ph.D.

Eric Jiang, Ph.D.

Simon G. M. Koo, Ph.D.

Stacy Langton, Ph.D.

Luby Liao, Ph.D.

Lynn McGrath, Ph.D.

Perla Myers, Ph.D.

Cameron Parker, Ph.D.

Jack W. Pope, Ph.D.

Lynne B. Small, Ph.D.

Virginia Stover, Ph.D.

Ani Velo, Ph.D.

Jeff Wright, Ph.D.

### MATHEMATICS PLACEMENT EXAM

It is important for the success of students in mathematics courses that they have the proper background. Students, therefore, are required to take a placement exam that determines their placement. The only exceptions are for students who have 1) scored 3 or higher on an AP Calculus Exam; 2) transferred a course that satisfies USD's Core Curriculum Mathematical Competency requirement; or 3) earned 4 or higher on the HL5 IB exam or 3 or higher on the SL5 IB exam. Placement exam scores are good for one year after they are taken, and students can take the placement exam at most twice during any 12 month period.

### THE MATHEMATICS MAJOR

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages, and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; and to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

#### Major Requirements

In order to obtain a major in mathematics, the student must satisfy the Core Curriculum requirements as set forth in this *Bulletin* and complete the following courses:

COMP 150 (4)

MATH 150, 151, 160\*, 250 (15)

MATH 320 (3)

MATH 350 or 361 or 380 (3)

MATH 360 (3)

MATH 375 or 385 (3)

PHYS 270, 271 (8)

Upper-division mathematics electives (12)

Students interested in obtaining the Single Subject Teaching Credential in Mathematics are required to major in Mathematics with a secondary education emphasis. For this option, the student must satisfy the Core Curriculum requirements and complete the following courses:

COMP 150 (4)

MATH 115 (or the Level 2 placement exam), 120, 150, 151, 160\*, 250 (18-21)

MATH 305 (2)

- MATH 320 (3)
- MATH 325W (3)
- MATH 350 (3)
- MATH 360 (3)
- MATH 375 (3)
- MATH 380 (3)
- MATH 405 (3)
- PHYS 270 (4)
- Upper-division mathematics electives (6)

To obtain the professional preliminary teaching credential, consult the School of Leadership and Education Sciences for further requirements.

The Mathematics department also offers a major in Mathematics with an applied emphasis having somewhat different requirements. For the applied option, the student must satisfy the Core Curriculum requirements and complete the following courses:

- COMP 150, 151 (7)
- MATH 150, 151, 160\*, 250 (15)
- MATH 320 (3)
- MATH 330 (3)
- MATH 340 (3)
- MATH 350 (3)
- MATH 445 (3)
- MATH 495W (1)
- MATH 496W (2)
- PHYS 270 (4)
- Two upper-division electives\*\* chosen from MATH 331, 341, 351, 360, or 365 (6)
- One additional upper-division elective (3)

Substitutions in this list may be granted with the approval of the department chair.

For the applied emphasis a minor in a natural science, computer science, engineering, or economics is also

required. Other minors can be substituted but require a proposal from the student explaining the connection between that discipline and mathematics that must be approved in advance by the department chair.

\*Students are encouraged to complete MATH 160 – Logic for Mathematics and Computer Science before taking MATH 320 – Linear Algebra. In addition, students are strongly advised to complete both MATH 160 and MATH 320 before taking upper-division courses numbered above 331. MATH 160 satisfies the Core Curriculum logic competency requirement. Students majoring in Mathematics should take this course instead of PHIL 101 or 102.

\*\*Students planning to go to graduate school are advised to take MATH 360 – Advanced Calculus I.

### THE MATHEMATICS MINOR

Students may obtain a minor in mathematics by completing 18 units of mathematics course work. These units must include at least 6 units of upper-division work as well as MATH 150, 151, and 250.

### MATHEMATICS COURSES (MATH)

#### 090 Intermediate Algebra (3)

A survey of basic algebraic skills for students with insufficient mathematics preparation. This remedial course counts for “work-load credit” only. That is, its 3 units are counted as part of the student’s load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student’s grade point average, but it does not satisfy any Core Curriculum requirement, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation. (Every semester)

#### 112 Investigations in Modern Mathematics (3)

This Core Curriculum mathematics course provides a less algebraic alternative to MATH 115 for those students

## RECOMMENDED PROGRAM OF STUDY MATHEMATICS

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b>	<b>SEMESTER I</b>	<b>SEMESTER I</b>	<b>SEMESTER I</b>
Preceptorial (3)	[MATH 160 (3)]	Upper-division MATH (6)	Upper-division MATH (6)
COMP 150 (4)	MATH 250 (4)	CC, Minor, or	CC, Minor, or
MATH 150 (4)	PHYS 271 (4)	Electives (9)	Electives (9)
CC or Electives (6)	CC or Electives (9)		
<b>SEMESTER II</b>	<b>SEMESTER II</b>	<b>SEMESTER II</b>	<b>SEMESTER II</b>
MATH 151 (4)	MATH 320 (3)	Upper-division MATH (6)	Upper-division MATH (3)
MATH 160 (3)	CC or Electives (9)	CC, Minor, or	CC, Minor, or
PHYS 270 (4)		Electives (9)	Electives (9)
CC or Electives (3 or 6)			

who need to fulfill the mathematical competency requirement, but who are not planning to go on in math. Topics may include: voting theory, graph theory, sequences, population growth, fractals, and recursion. *Note 1:* This course does not serve as a prerequisite to MATH 130, MATH 150, or MATH 200. Prerequisite: MATH 090 at USD with a grade of C- or better, or pass Level 1 mathematics placement exam within the previous year. (Every semester)

### 115 College Algebra (3)

Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. Prerequisite: MATH 090 at USD with a grade of C- or better, or pass Level 1 mathematics placement exam within the previous year. (Every semester)

### 118 Essentials of Trigonometry (1)

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions. (Every semester)

### 120 Introduction to Statistics (3)

Probability as a mathematical system, random variables and their distributions, confidence intervals, hypothesis testing, and other topics in statistical inference. Prerequisite: MATH 115 or equivalent.

### 130 Survey of Calculus (3)

A terminal mathematics course giving an introduction to the concepts and techniques of elementary differential and integral calculus. *Note 1:* This course is not equivalent to MATH 150, and will not serve as a prerequisite to MATH 151. Prerequisite: MATH 115 with a grade of C- or better, or pass Level 2 mathematics placement exam within the previous year. (Every semester)

### 150 Calculus I (4)

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references. Prerequisite: MATH 115 with a grade of C- or better, and MATH 118, or pass Level 2 mathematics placement exam within the previous year. (Every semester)

### 151 Calculus II (4)

Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references. Prerequisite: MATH 150 or equivalent. (Every semester)

### 160 Logic for Mathematics and Computer Science (3)

Propositional calculus; first-order predicate calculus, mathematical proof, mathematical induction, fundamental set theory, relations and functions, and applications to problems in mathematics and computer science. Prerequisite: MATH 115, or pass Level 2 placement exam. This course satisfies the logic competency requirement. (Every semester)

### 200 Mathematical Concepts for Elementary Teachers I (3)

Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and computers. *Note:* This course does not count toward either the major or minor in Mathematics. It covers the mathematical content required by the California State Teacher Credentialing Frameworks. Prerequisite: MATH 115 or equivalent. (Every semester)

### 250 Calculus III (4)

Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references. Prerequisite: MATH 151 or equivalent. (Every semester)

## R E C O M M E N D E D P R O G R A M O F S T U D Y M A T H E M A T I C S - A P P L I E D E M P H A S I S

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) MATH 150 (4) MATH 160 (3) CC or Electives (6)	<b>SEMESTER I</b> COMP 150 (4) MATH 250 (4) CC or Electives (9)	<b>SEMESTER I</b> MATH 330 (3) Upper-division MATH (3) CC, Minor, or Electives (9)	<b>SEMESTER I</b> MATH 445 (3) Upper-division MATH (3) CC, Minor, or Electives (9)
<b>SEMESTER II</b> MATH 151 (4) PHYS 270 (4) CC or Electives (6-9)	<b>SEMESTER II</b> COMP 151 (3) MATH 320 (3) CC or Electives (9)	<b>SEMESTER II</b> MATH 340 (3) MATH 350 (3) CC, Minor, or Electives (9)	<b>SEMESTER II</b> MATH 496 (2) Upper-division MATH (3) CC, Minor, or Electives (9)

### 300 Mathematical Concepts for Elementary Teachers II (3)

Measurement concepts, development of the real number system, algebra, geometric mappings, probability, and statistics. *Note:* This course does not count toward either the major or minor in Mathematics. It covers the mathematical content required by the California State Teacher Credentialing Frameworks. Prerequisite: MATH 200 or equivalent. (Every semester)

### 305 Seminar in Teaching Mathematics (2)

Senior Seminar for Single Subject Credential students in mathematics. Contributions to mathematics by various ethnic, racial, and cultural groups by both men and women. Equity considerations in mathematics education. Variations in how students learn mathematics. Diverse methods of communication and assessment in mathematics. Practical aspects of teaching diverse students. Students will be required to do some tutoring in mathematics. This course is offered exclusively on a pass/fail basis. This course will not apply towards the major or minor in Mathematics.

### 310 Applied Mathematics for Science and Engineering I (3)

Matrix algebra, ordinary differential equations, and operational techniques. Prerequisite: MATH 151. Students may not take both MATH 310 and 330 for credit. (Spring semester, every year)

### 311 Applied Mathematics for Science and Engineering II (3)

Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis. Prerequisites: MATH 250, 310. Students may not take both MATH 311 and 331 for credit. (Fall semester, every year)

### 315 Applied Probability and Statistics (3)

Introduction to probability; discrete and continuous random variables; conditional and joint distributions and densities; functions of random variables; expectation and estimation; central limit theorem; introduction to statistics; introduction to random sequences and random processes. Prerequisite: MATH 250. (Spring semester, every year)

### 320 Linear Algebra (3)

Systems of linear equations, matrix algebra and operations, vector spaces of three or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors, and brief introduction to canonical forms. Prerequisite: MATH 151 or consent of instructor. It is recommended that students take MATH 160 before taking MATH 320. (Every semester)

### 325W History of Mathematics (3)

Selected topics from the history of mathematics. The course will include a variety of writing assignments. Emphasis will be on the history of mathematical ideas, rather than on personalities or social background. Prerequisite: MATH 250. (Fall semester, even years)

### 330 Ordinary Differential Equations (3)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications. Prerequisite: MATH 250. (Fall semester, every year)

### 331 Partial Differential Equations (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prerequisite: MATH 330.

## RECOMMENDED PROGRAM OF STUDY MATHEMATICS - SECONDARY EDUCATION EMPHASIS

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) MATH 115 or 150 (3-4) MATH 118 (1) (if needed) CC or Electives (9)	<b>SEMESTER I</b> MATH 151 or 250 (4) MATH 160 (3) MATH 305 (2) CC or Electives (6)	<b>SEMESTER I</b> Upper-division MATH (6) CC, SOLES, or Electives (9)	<b>SEMESTER I</b> Upper-division MATH (6) CC, SOLES, or Electives (9)
<b>SEMESTER II</b> COMP 150 (4) MATH 120 (3) MATH 150 or 151 (4) CC or Electives (6)	<b>SEMESTER II</b> [MATH 250 (4)] MATH 320 (3) PHYS 270 (4) CC, SOLES, or Electives (9)	<b>SEMESTER II</b> Upper-division MATH (6) CC, SOLES, or Electives (9)	<b>SEMESTER II</b> Upper-division MATH (6) CC, SOLES, or Electives (9)

### **340 Numerical Analysis (3)**

Approximate computations and round-off errors, Taylor expansions, numerical solution of equations and systems of equations, numerical integration, numerical solution of differential equations, interpolation, and problem solving on the computer. Prerequisites: MATH 151 and COMP 150. Cross-listed as COMP 340. (Spring semester, every year)

### **341 Numerical Analysis II (3)**

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prerequisites: MATH 250, 320, 330 (may be taken concurrently), and 340.

### **350 Probability (3)**

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, and central limit theorem. Prerequisite: MATH 250 or consent of instructor. (Spring semester, every year)

### **351 Mathematical Statistics (3)**

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prerequisite: MATH 350.

### **355 Combinatorics (3)**

Principles of enumeration, finite difference calculus, generating functions, finite difference equations, principle of Inclusion and Exclusion, introduction to the theory of combinatorial graphs, and applications to computer science. Prerequisites: MATH 151 and 160, or consent of instructor.

### **360-361 Advanced Calculus (3-3)**

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisites: MATH 160 and 250. (360: Fall semester, every year; 361: Spring semester, odd years)

### **365 Complex Function Theory (3)**

Analytic function theory; power series, analytic continuation, conformal mapping, and applications. Prerequisite: MATH 160 and 250, or consent of instructor.

### **370 Theory of Numbers (3)**

Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, primitive roots, quadratic residues, reciprocity law, and continued fractions. Prerequisites: MATH 160 and 250, or consent of instructor. (Fall semester, odd years)

### **375 Algebraic Systems (3)**

An introduction to groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and applications of these systems to other branches of mathematics. Prerequisites: MATH 160 and 250, or consent of instructor. (Spring semester, odd years)

### **380 Geometry (3)**

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry, and historical references. Prerequisites: MATH 160 and 250, or consent of instructor. (Spring semester, even years)

### **385 Topology (3)**

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness. Prerequisites: MATH 160 and 250, or consent of instructor. (Spring semester, even years)

### **388 Mathematical Logic (3)**

Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic. Prerequisites: MATH 160 and 250, or consent of instructor.

### **395 Mathematical Problem Solving Seminar (1)**

This course is intended for students who enjoy the challenge of mathematical problems. This course differs from other mathematics courses which are focused on the theory and applications of a single branch of mathematics. It emphasizes problem-solving techniques, creative thinking, and exposition of skills in different areas of mathematics such as algebra, calculus, geometry, and number theory. Prerequisite: MATH 151. (Fall semester, every year)

### **405 Advanced Perspective on High School Mathematics (3)**

This course is a required course in the Mathematics Single Subject credential program. It provides a capstone experience for students in which they will look at topics in high school mathematics from an advanced view-point. Connections between mathematics topics and between basic and more advanced mathematics will be emphasized.

### **445 Mathematical Modeling (3)**

The construction and analysis of mathematical models, simplifying assumptions and testing strategies; topics chosen by the instructor in dimensional analysis, discrete and continuous dynamical systems, stochastic models, linear systems, optimization models, statistical methods, and graph theory. Prerequisites: MATH 250, 320, or consent of the instructor, and 330. (Fall semester, every year)

**494 Special Topics (3)**

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor. Prerequisite: MATH 250 or consent of instructor.

**495W Senior Project in Applied Mathematics A (1)**

Capstone senior project involving the application of mathematics to the solution of a problem or problems. Meets once per week: prepare a written research proposal for work to be carried out in MATH 496W; ongoing written and oral progress reports and regular consultation with the faculty supervisor. Prerequisites: MATH 445W (can be taken concurrently) and consent of the instructor. (Fall semester, every year)

**496W Senior Project in Applied Mathematics B (2)**

Capstone senior project involving the application of mathematics to the solution of a problem or problems. Meets twice per week: carry out the project defined in MATH 495W; ongoing written and oral progress reports

and regular consultation with the faculty supervisor; final written and oral presentation in the presence of other students and faculty. Prerequisite: MATH 495W with a C- or better. (Spring semester, every year)

**498 Internship (1-3)**

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies, and institutions. Enrollment is arranged on an individual basis according to the student's interest and background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in Mathematics. MATH 498 may be repeated for a total of 3 units.

**499 Independent Study (3)**

Student reading and research in selected special topics; student presentations. May be repeated for credit once with a different topic. Prerequisite: Consent of instructor.

## Music

Angela Yeung, Ph.D., Director  
Christopher Adler, Ph.D.  
Edwin Basilio, Ed.D.  
Kay Etheridge, D.M.A.  
Marianne Richert Pfau, Ph.D.  
Ronald Shaheen, Ph.D.

The mission of the Music program is to educate and prepare students with musical interest and talent to excel and succeed in the areas in which they are most gifted. We endeavor to instill in our students a critical sense of the role of music and music-making in society, both historically and today. We seek to inspire them with creative possibilities in the performance and composition of music, and to give them the critical self-awareness to continue to develop as musicians, thinkers, and citizens beyond their time at USD.

Students may pursue music as a major, double-major, minor, an elective for their Core Curriculum requirement, or a concentration for the Liberal Studies degree. Music majors receive a Bachelor of Arts in Music with emphasis in Performance, Music Theory and Composition, or Music History. Our ensembles are open to all students, regardless of their major and/or minor.

The Music program sponsors a concert series on campus during each academic year. Open to the public, the concert series features performances by music faculty, student ensembles, and guest artists of national and international stature.

More information about the Music program may be found online at <http://www.sandiego.edu/music>.

**THE MUSIC MAJOR**

The Music curriculum affords a broad basis of study in music within the context of the liberal arts education. The major provides a thorough knowledge of music literature from the Middle Ages to the present, through balanced course offerings in music theory and composition, music history, and solo and ensemble performance. All Music majors select one of these three areas for emphasis.

The program provides an appropriate background for prospective candidates for advanced degrees who are preparing for careers as musicologists, composers, music theorists, performers, music librarians, or teachers.

All courses with a concert attendance requirement may require the purchase of tickets.

**Major Requirements**

In order to obtain a major in Music, the student must satisfy the Core Curriculum requirements as set forth in this *Bulletin*; enroll in a total of 47 music units, 25 of which must be upper-division music units; and complete the following courses:

Theory: MUSC 120, 210, 211, 220, 221, 310, 420, and either MUSC 320 or 321.

History: MUSC 130; two from MUSC 330, 331, or 332 in any order; and two from MUSC 430W, 431, 432, 433, or 440. If MUSC 130-equivalent knowledge can be demonstrated, then MUSC 330, 331, and 332, and one from MUSC 430W, 431, 432, 433, 440, or 494.

Four semesters of individual music lessons (main instrument or voice); Four semesters of a performance ensemble, to be chosen from MUSC 150/350, 151/351,

153/353, 154/354; Choral Scholars must take MUSC 152/352.

MUSC 495 – Senior project.

All students must attend at least three USD concerts per semester.

### Emphases

#### *Performance Emphasis*

Individual music lessons of major instrument, voice, or conducting every semester, six of which must be upper-division. Entrance into Performance Emphasis is by audition only.

#### *Theory/Composition Emphasis*

Must take MUSC 410 – Composition or one additional upper-division theory course.

#### *History/Literature Emphasis*

Must take one additional Seminar in Music History (MUSC 430W-433) or MUSC 494 – Special Topics

## THE MUSIC MINOR

Theory: MUSC 120, 210, 211, 220, 221.

History: MUSC 130, and two from 330, 331, or 332.

Two semesters of a performance ensemble, to be chosen from MUSC 150/350, 151/351, 153/353, 154/354;

Choral Scholars must take MUSC 152/352.

Three additional units in music.

All students must attend at least three USD concerts per semester.

## MUSIC COURSES (MUSC)

### 100 Introduction to Music (3)

Introduction to musical styles and trends from a multicultural perspective. Examination of the connections between cultural developments and musical creativity. The significance of music and its role in basic human expres-

sion. Critical exploration of musics as diverse as the Western European tradition, American contemporary and popular music, and non-Western traditions. Recorded listening assignments and concert attendance required. This course fulfills a Core Curriculum requirement.

### 102 Introduction to Jazz (3)

A survey of jazz from the early 1900s to the present, including all major styles from Dixieland, to bebop, free jazz, funk, and hip-hop fusions, and major artists such as Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, and Miles Davis. The roles of race politics, economics, religion, and education in jazz will be examined. Students will develop critical listening skills and will learn to distinguish artists and genres. No previous musical training required. This course fulfills a Core Curriculum requirement.

### 105 Class Piano I (1)

Designed for students with no prior keyboard experience. Study of notation, keys, scales, chords, and elementary piano repertoire.

### 107 Class Voice (1)

Voice study in a classroom environment for beginners. Students will be introduced to correct breathing techniques, vocal production, and sight reading. Fee required to pay for accompanist.

### 108 Class Guitar (1)

Guitar study in a classroom environment for beginners. Basics of traditional notation, chordal accompaniment, and development of right and left hand techniques. Emphasis on how the guitar is used in a variety of styles including classical, flamenco, blues, and jazz. Students must have their own instrument. May be repeated for credit.

## RECOMMENDED PROGRAM OF STUDY

Four Semesters of Individual Music Lessons (Lower-division or Upper-division)  
Four Semesters of Ensembles (Lower-division or Upper-division)

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> MUSC 120 (3) MUSC 130 (3) Minor or Electives (9-10)	<b>SEMESTER I</b> MUSC 211 (1) MUSC 221 (3) One from MUSC 330, 331, or 332 (3) Minor or Electives (8-9)	<b>SEMESTER I</b> One from: MUSC 430W-433 (3) MUSC 420 (3) Minor or Electives (9-10)	<b>SEMESTER I</b> One from: MUSC 430W-433 (3) Upper-division MUSC (3) Minor or Electives (9-10)
<b>SEMESTER II</b> MUSC 210 (1) MUSC 220 (3) CC or Electives (11-12)	<b>SEMESTER II</b> MUSC 310 (3) One from MUSC 330, 331, or 332 (3) Minor or Electives (9-10)	<b>SEMESTER II</b> MUSC 440 (3) Upper-division MUSC (3) Minor or Electives (9-10)	<b>SEMESTER II</b> MUSC 495 (1) Upper-division MUSC (6) Minor or Electives (8-9)

### **109 Introduction to Sound Art (3)**

A survey of the natural, cultural, historical, and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology, philosophy of music, musical instrument technology, scientific and mathematical application of sound, radical challenges to musical traditions in the 20th century, including electronic, experimental, and improvised musics; installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as ARTH 109. This course fulfills a Core Curriculum requirement.

### **110 Introduction to the Materials of Music (3)**

A Core Curriculum course in the basic elements of Western music notation, rhythm, major and minor scales, triads, and their practical application in singing and keyboard playing. Suitable for students with no prior music training. This course fulfills a Core Curriculum requirement. Not applicable towards a Music major or minor.

### **120 Fundamentals of Music Theory (3)**

Establishes a firm foundation for music theory, including Western music notation, rhythm, scales and transpositions, intervals and inversions, chords, tonal harmony, and their practical application in singing and keyboard playing. May be taken as Core Curriculum by students with prior musical experience.

### **130 Music in Society (3)**

A chronological survey of music history, from the Middle Ages to the present, focusing on Western music, and including selected non-Western musics. An examination of music within the context of the liberal arts, with an introduction to major composers, styles, and representative works. Reading, writing, listening, and concert visits required. This course fulfills a Core Curriculum requirement.

### **150/350 Chamber Music Ensembles (1)**

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. May be repeated for credit. Log on to <http://www.sandiego.edu/symphony> for complete information.

### **151/351 USD Symphony Orchestra (1)**

Study and public performance of orchestral music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. May be repeated for credit. Log on to <http://www.sandiego.edu/symphony> for complete information.

### **152/352 Choral Scholars (1)**

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods.

Students serve as ambassadors for the University; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. Log on to <http://www.sandiego.edu/choralscholars> for complete information.

### **153/353 Concert Choir (1)**

A mixed choral ensemble and women's choir devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit.

### **154/354 Opera Workshop (1)**

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance.

### **160-180/360-380 Individual Music Lessons (1)**

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our ensembles such as Chamber Music Ensembles, Symphony Orchestra, or Choir. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. A fee of \$580 for Performance Emphasis students, and \$540 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their Music courses will have their fee reimbursed each semester. The program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time Music faculty member. 300-level Individual Music Lessons are for Performance Emphasis Music majors only. May be repeated for credit.

160/360 – Piano

161/361 – Voice

162/362 – Strings: violin

163/363 – Strings: viola

164/364 – Strings: violoncello

165/365 – String: double bass

166/366 – Woodwinds: flute/piccolo

167/367 – Woodwinds: oboe/English horn

168/368 – Woodwinds: clarinet/bass clarinet

169/369 – Woodwinds: bassoon/contrabassoon

170/370 – Woodwinds: saxophone

171/371 – Brass: horn

172/372 – Brass: trumpet

173/373 – Brass – trombone/tuba

174/374 – Percussion

175/375 – Harp

176/376 – Historical winds (recorder, baroque oboe)

177/377 – Historical strings

178/378 – Guitar

179/379 – Pipe organ/harpsichord

180/380 – Conducting

### **200 Comprehensive Musicianship for Educators (3)**

Prepares students to teach classroom music to children; a required course for the Liberal Studies major, designed to assist with the Multiple Subject Teaching Credential Program. The major components are music literacy through basic notational reading and composition, music performance skills in singing, conducting, playing keyboards and autoharps, and pedagogical considerations for teaching music to children. Classroom observations or a teaching practicum will be required. No previous musical experience required. Prerequisite: Approval of instructor or Liberal Studies advisor required.

### **205 Class Piano II (1)**

Designed for students with elementary piano reading skills. Sight reading, harmonization, transposition, improvisation, and piano repertoire. Prerequisite: MUSC 105 or consent of instructor. May be repeated for credit.

### **210 Aural and Keyboard Skills I (1)**

Practical application of Harmony I; must be taken concurrently with MUSC 220.

### **211 Aural and Keyboard Skills II (1)**

Practical application of Harmony II; must be taken concurrently with MUSC 221.

### **220 Harmony I (3)**

Elementary harmony; study of figured bass, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analyses. Prerequisite: MUSC 120 or consent of instructor; must be taken concurrently with MUSC 210.

### **221 Harmony II (3)**

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, and introduction to 20th century techniques. Prerequisite: MUSC 220 or consent of instructor; must be taken concurrently with MUSC 211.

### **310 Form and Analysis (3)**

Study of musical forms from all historical style periods and survey of historical and contemporary analytic methods; analysis and writing in various styles and forms. Prerequisite: MUSC 221 or consent of instructor.

### **320 Instrumentation and Contemporary Composition (3)**

A careful examination of contemporary writing for Western instruments through understanding instrument construction and analysis of modern repertoire. Includes both standard and experimental playing techniques, notation of score and parts, extensive composition, and some

informal performance opportunities. Prerequisite: MUSC 310 or consent of instructor.

### **321 Counterpoint and Schenkerian Analysis (3)**

Species counterpoint, polyphony, contrapuntal writing in historical styles from Renaissance to Romantic eras and selected 20th century works, and Schenkerian analysis. Composition of contrapuntal music in any style and some informal performance opportunities. Prerequisite: MUSC 310 or consent of instructor.

### **330 Music History I: Antiquity-1600 (Euripides-Monteverdi) (3)**

A historical survey of music from Classical Antiquity through the Renaissance, presented in a cultural context. We will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, and analytical writing are central aspects of the course. Prerequisite: MUSC 130 or consent of instructor.

### **331 Music History II: 1600-1830 (Monteverdi-Beethoven) (3)**

A historical survey of music from the Baroque through the Viennese Classical Era, presented in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, and analytical writing are central aspects of the course. Prerequisite: MUSC 130 or consent of instructor.

### **332 Music History III: 1830-Present (Schubert to Adams) (3)**

A historical survey of music from the Romantic Era through the present, offered in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, and analytical writing are central aspects of the course. Prerequisite: MUSC 130 or consent of instructor.

### **410 Composition (3)**

Workshop on compositions in any style and form, vocal or instrumental, with analysis of relevant literature, culminating in performance of student works. Prerequisite: MUSC 320 or 321, or consent of instructor.

**420 Digital Audio Composition (3)**

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as ARTV 420. Prerequisite: MUSC 109/ARTH 109 recommended but not required. Prior musical experience not required.

**424 Art and the Soundscape (3)**

We explore the soundscape – the sounds around us – through focused listening, experimentation, and journal writing. These investigations provide the foundation for artistic work in a variety of media involving the experience and transformation of the sonic environment and its social and political implications. Research and creative work are required, in media of the students' choice. Cross-listed as ARTV 424. Prerequisite: MUSC 109/ARTH 109.

**430W History of Medieval and Renaissance Music (3)**

A detailed study of sacred and secular music from the 9th through the 16th century, with consideration of historical, cultural, and political context. The impact on music of medieval philosophy, esthetics, religion, and science; the patronage system; the Age of Humanism; and the Age of Discovery. A writing course that includes informed listening, live concerts, and library research. Prerequisite: MUSC 330 or consent of instructor.

**431 History of Baroque and Classical Music (3)**

Study of vocal and instrumental literature from Bach to Beethoven; intellectual and historical setting, music as expression of the cultural conditions of its time, composition as craft, and the shared musical language of the Viennese Classical Style. Study through listening, reading, writing, videos, and live concerts. Prerequisite: MUSC 331 or consent of instructor.

**432 History of Romantic Music (3)**

Vocal and instrumental works from the early 19th century age of expression through Nationalism and Impressionism; opposing trends from miniature to the grandiose, from intimate to mass music, from craft to personal inspiration; and the cult of the genius. Late Beethoven to Debussy. Listening, reading, writing, and live concerts. Prerequisite: MUSC 330 or consent of instructor.

**433 History of Twentieth Century Music (3)**

The rebellion against Romanticism, pre-WWII styles, Expressionism; atonality; serial music; non-Western influences; post-1945; the age of anxiety; experimentalism; neo-Romanticism; new frontiers in electronic and mixed media; and minimalism. Stravinsky to Glass. Listening, reading, writing, and live concerts. Prerequisite: MUSC 332 or consent of instructor.

**440 Topics in World Music (3)**

Studies in the relationships between music and culture in a global context, surveying the musical application of topics such as cultural identity, nationalism, politics, border crossing, race, economics, copyright law, cultural appropriation, and technology. Case studies from around the world are examined in depth through readings, listenings, and live performances.

**494 Special Topics in Music (3)**

An examination of selected topics in depth, such as History of Sacred Music, History of Opera, Piano Literature, Vocal Literature, or String Literature. May be repeated for credit when topic changes. Prerequisites may apply.

**495 Senior Project (1)**

Public presentation during the senior year of a solo recital, the performance of a substantial original composition, or a written research project, under the direction of a faculty supervisor. For Music majors only. Prerequisite: Approval of Music program director required.

**498 Music Internship (1-3)**

Practical experience in music management through service to a university or community performance organization. May be repeated for credit. Prerequisite: Approval of Music program director required.

**499 Independent Study (1)**

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only. Prerequisite: Approval of Music program director required.

# Peace and Justice Studies

Kathryn C. Statler, Ph.D., Coordinator

## THE PEACE AND JUSTICE STUDIES MINOR

The minor in Peace and Justice Studies is an integrated, multi-disciplinary program, consisting of 18 units, divided among a lower-division prerequisite (3 units), upper-division distribution requirements (12 units), and a capstone seminar (3 units). Students are required to meet with the Program Coordinator to plan a program of study for the minor.

### Lower-Division Distribution Requirement

All students are required to take PJS 101 – Introduction to Peace and Justice Studies to complete the Peace and Justice Minor. PJS 101 provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the linkages among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice. Depending on the home department of the faculty member teaching this course, PJS 101 is cross-listed as a course within that department. For example, if the faculty member teaching PJS 101 is from the History Department, PJS 101 will be cross-listed as HIST 116 – War and Peace in the Modern World. PJS 101 can be applied to Core Curriculum, major, and minor requirements. For example, a History major and a Peace and Justice Studies minor can take HIST 116 and thus fulfill the 3-unit Core Curriculum history requirement, 3 units of the History major lower-division requirement, and the 3-unit lower-division Peace and Justice Studies requirement. PJS 101 is taught every fall semester by faculty from departments such as: History, Political Science, and Theology and Religious Studies. Courses that may be substituted for PJS101 include ENGL 228 – Literature in Violent Times, HIST 116 – War and Peace in the Modern World, POLS 175 – International Relations, THEA 111 – Theatre and Society, or THRS 112 – Introduction to World Religions.

### Upper-Division Distribution Requirement

Students may satisfy the upper-division distribution requirements by completing a thematic (conflict resolution, development and sustainability, international relations, or domestic justice) OR regional (Asia, Europe, Latin America, Middle East and Africa, or North America) focus. Students may select a maximum of two courses from any single discipline in either focus. Upper-division courses in the PJS minor may not be double counted in other majors and minors, although they can be counted for both the PJS minor and upper-division Core Curriculum requirements. Honors courses or Special

Topics courses not listed may count toward the minor, but such courses must be approved by the program coordinator.

### Thematic Focus

If choosing a thematic focus, select four courses from one of the following themes (no more than two courses from any single discipline).

#### *Conflict Resolution*

BUSN 377 – Negotiation  
COMM 300 – Human Communication Theory  
COMM 338 – Media and Conflict  
ENGL 364 – Postcolonial Studies  
ETLW 311 – Business Law I  
ETLW 312 – Business Law II  
HIST 345 – Topics in Military History  
HIST 373 – Armed Conflict in American Society  
MGMT 300 – Organizational Behavior  
MGMT 303 – Interpersonal Relations  
MUSC 440 – Topics in World Music  
PHIL 360 – Ethical Theory  
PHIL 321 – Social Ethics  
PHIL 330 – Ethics  
PHIL 331 – Biomedical Ethics  
PHIL 332 – Business Ethics  
PHIL 340 – Ethics of War and Peace  
PHIL 462 – Political Philosophy  
POLS 354 – Revolutionary Change  
POLS 377 – Regional Security  
POLS 378 – Transnational Crime and Terrorism  
POLS 382 – International Human Rights  
POLS 480 – Model United Nations (1 unit)  
PSYC 322 – Social Psychology  
SOC 349 – Social Control  
THRS 334 – Christian Social Ethics  
THRS 335 – Catholic Social Thought  
THRS 390 – The Holocaust: Death of God or Death of Humanity?

#### *Development and Sustainability*

ANTH 320D – North American Indian Cultures  
ANTH 321D – California and Great Basin Indian Cultures  
ANTH 323D – Southwest Cultures  
ANTH 328 – Caribbean Cultures  
BIOL/ENVI 364 – Conservation Biology  
BIOL 460W – Ecology  
BIOL/MARS 468 – Marine Ecology  
COMM 475 – Intercultural Communication  
ECON 308 – Environmental and Natural Resource Economics  
ECON 333 – International Economics

ECON 335 – Economic Development of Latin America  
 ECON 337 – Economic Development of Asia  
 ENVI 305 – Environmental Assessment Practices  
 ENVI 312 – Introduction to GIS  
 ENVI 315 – Geographic Information Systems  
 ENVI 331W – Coastal Environmental Science  
 ENVI 355 – Environmental Chemistry  
 ENVI 485 – Environmental Geology  
 ETLW 302 – Business and Society  
 ETLW 403 – Environmental Management  
 HIST 368 – History of Africa  
 HIST 369 – Issues in Modern Africa  
 HIST 370 – American Environmental History  
 MARS 427 – Marine Environment  
 MARS 474 – History of the Earth and Climate  
 PHIL 338 – Environmental Ethics  
 POLS 349 – Politics and the Environment  
 POLS 352 – Comparative Politics of Developing Countries  
 SOCI 362 – Social Change: Global Perspectives

*Domestic Justice*

ANTH 355 – Anthropology of Gender  
 ARTH 356 – Race, Ethnicity, Art, and Film  
 BIOL/ENVI 361 – Ecological Communities of San Diego County  
 COMM 445 or 445W – Gender Communication  
 ECON 304 – Urban Economics  
 ECON 321 – Women and Work  
 ECON 322 – Labor Economics  
 EDDL 353 – Professional and Ethical Issues and the Practice of Leadership  
 EDDL 354 – Leadership and Diversity in Organizations  
 EDDL 380 – Leadership for Social Change  
 ENGL 358 – U.S. Ethnic Literature  
 ENGL 374 – Gender and Literature  
 HIST 381 – American Indian History  
 HIST 383 – Chicano History  
 PHIL 343 – Gender and Economic Justice  
 POLS 316 – Sex, Power, and Politics  
 POLS 322 – Constitutional Law II  
 POLS 323 – Judicial Behavior  
 POLS 342 – Urban Politics  
 PSYC 359 – Health Psychology of Women and Ethnic Groups  
 SOCI 331 – Race and Ethnic Relations  
 SOCI 347 – Criminology  
 SOCI 348 – Juvenile Delinquency and Urban Gangs  
 SOCI 357 – Inequality and Stratification  
 SOCI 359 – Gender Through the Prism of Difference  
 SOCI 373 – Women and HIV/AIDS  
 SOCI 472 – Law and Society  
 THEA 475C – Theater and Community  
 THRS 320 – Native American Religious Traditions  
 THRS 358 – U.S. Latino/a Catholicism  
 THRS 370 – Gender and Religion in the United States

*International Relations*

COMM 380 – International Media  
 ECON 333 – International Economics  
 HIST 358 – Topics in Modern World History  
 HIST 376 – United States Foreign Relations to 1914  
 HIST 377 – United States Foreign Relations from 1914  
 MARS 329/POLS 329 – Law of the Sea  
 PHIL 333 – Legal Ethics  
 POLS 327 – International Law  
 POLS 370 – Theories of International Relations  
 POLS 376 – U.S. National Security  
 POLS 371 – American Foreign Policy  
 POLS 380 – International Political Economy  
 POLS 383 – International Organizations  
 PSYC 324 – Cross-Cultural Psychology  
 THRS 312 – Hindu Faith and Practice  
 THRS 313 – Jewish Faith and Practice  
 THRS 314 – Buddhist Faith and Practice  
 THRS 315 – Islamic Faith and Practice  
 THRS 321 – Afro-Latin Religions  
 THRS 369 – Liberation Theology

**Regional Focus**

If choosing a regional focus, select four courses from one of the following regions (no more than two courses from any single discipline):

*Asia*

ECON 337 – Economic Development of Asia  
 HIST 364 – Topics in Asian History  
 HIST 365 – History of China  
 HIST 366 – History of Japan  
 PHIL 476 – Studies in Asian Philosophy  
 POLS 358 – Politics in South Asia  
 POLS 367 – Politics in Japan  
 POLS 368 – Politics in China  
 SOCI 351 – China in the 21st Century  
 THRS 312 – Hindu Faith and Practice  
 THRS 314 – Buddhist Faith and Practice

*Europe*

ARTH 334 – Art of the 20th Century in Europe and the Americas  
 FREN 403 – Contemporary French Civilization  
 GERM 303 – Cultural Backgrounds of German Civilization  
 HIST 347 – Topics in Modern Europe  
 HIST 348 – Modern France  
 HIST 350 – History of the British Isles  
 HIST 351 – Modern Britain  
 HIST 352 – The British Empire  
 HIST 353 – Spain to 1820  
 HIST 354 – Modern Spain  
 HIST 356 – Russia Since 1917  
 HIST 357 – Topics in Russian and East European History

ITAL 303 – Introduction to Italian Civilization and Culture  
PHIL 474 – Studies in Contemporary Continental Philosophy  
POLS 355 – Politics in Western Europe  
POLS 356 – Politics in East-Central Europe  
POLS 362 – Politics in the United Kingdom  
POLS 363 – Politics in France  
POLS 364 – Politics in Germany  
POLS 365 – Politics in Russia  
POLS 372 – Russian Foreign Policy  
SPAN 302 – Civilizations of Spain  
SPAN 427 – 20th Century Spanish Literature  
SPAN 429 – Cinema of Spain

#### *Latin America*

ANTH 327 – South American Indian Cultures  
ANTH 328 – Caribbean Cultures  
ANTH 332 – Mesoamerican Archaeology  
ANTH 334 – South American Archaeology  
ECON 335 – Economic Development of Latin America  
HIST 360 – Colonial Latin America  
HIST 361 – Modern Latin America  
HIST 362 – Topics in Latin American History  
HIST 363 – History of Brazil  
HIST 383 – Chicano History  
HIST 384 – History of Mexico  
POLS 357 – Politics in Latin America  
POLS 366 – Politics in Mexico  
POLS 374 – U.S.-Latin American Relations  
SPAN 304 – Civilization in Latin America  
THRS 321 – Afro-Latin Religions  
THRS 369 – Liberation Theology

#### *Middle East and Africa*

HIST 359 – Modern Middle East  
HIST 368 – History of Africa  
POLS 359 – Politics in the Middle East  
POLS 360 – Politics in Sub-Saharan Africa  
THRS 313 – Jewish Faith and Practice  
THRS 315 – Islamic Faith and Practice  
THRS 321 – Afro-Latin Religions  
THRS 382 – The Prophetic Tradition of Israel

#### *North America*

ANTH 320D – North American Indian Cultures  
ANTH 321D – California and Great Basin Indian Cultures  
ANTH 323D – Southwest Indian Cultures  
COMM 338 – Media and Conflict  
ENGL 358 – U.S. Ethnic Literature  
HIST 370 – American Environmental History  
HIST 373 – Armed Conflict in American Society  
HIST 374 – Civil War and Reconstruction  
HIST 375 – Topics in Modern American History

HIST 378 – Topics in United States Intellectual and Social History  
HIST 379 – Topics in United States Mass Media History  
HIST 380 – History of the American West  
HIST 381 – American Indian History  
HIST 382 – The Spanish Southwest  
HIST 383 – Chicano History  
HIST 389 – History of California  
POLS 304 – American Political Development  
POLS 371 – American Foreign Policy  
POLS 376 – U.S. National Security  
SOC 320 – U.S. Society  
THRS 320 – Native American Religious Traditions  
THRS 356 – Catholicism in the United States  
THRS 358 – U.S. Latino/a Catholicism  
THRS 368 – U.S. Latino/a and Latin American Theologies  
THRS 370 – Gender and Religion in the United States  
THRS 371 – Cults and Sects in the United States

#### **Capstone Requirement**

All students are required to enroll in PJS 495 (3 units), offered every spring semester. As a capstone course, PJS 495 integrates the knowledge and skills students have acquired through course work and experience. The course also provides a foundation for possible future engagement with peace and justice concerns through graduate work, career choice, or volunteer activities. Under the supervision of the course instructor, students will develop a research project or paper. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice.

#### **PEACE AND JUSTICE STUDIES COURSES (P&JS)**

##### **101 Introduction to Peace and Justice Studies (3)**

This course provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the linkages among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice.

##### **495 Peace and Justice Capstone (3)**

This course integrates the knowledge and skills students have acquired through course work and experience. The course also provides a foundation for possible future engagement with peace and justice concerns through graduate work, career choice, or volunteer activities. Under the supervision of the course instructor, students will develop a project or research paper designed to illuminate the dynamics of domestic and international peace, sustainability, cooperation, and justice. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice.

# Philosophy

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## THE PHILOSOPHY MAJOR

The question “What is Philosophy?” is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts, others view it more etymologically as a search for wisdom, and others view it as speculation upon the principles governing human nature and destiny. Philosophy thus includes the study of logical thinking, the practice of rational investigation and understanding, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The Philosophy department at USD is pluralistic, covering all significant historical periods and most major philosophical methods. The USD Philosophy department has a deep and special concern for the study of ethics, values, and the moral life. Additionally, Philosophy students at USD can expect to be exposed to perennial epistemological, metaphysical, and theological issues and theories in philosophy – both as these are discussed in the classical texts of great philosophers and also in their contemporary treatment.

## Career Opportunities and Advising

The intellectual enthusiasm which philosophy inspires in its students makes graduate work in philosophy, perhaps followed by teaching, a natural aspiration for many philosophy majors. Accordingly, providing a solid preparation for graduate-level work in philosophy, or in another Humanities or related discipline, is one goal of the Philosophy department. At the same time, most of the skills which philosophy teaches are highly transferable to work or study in other fields. The study of philosophy stresses skills in critical reasoning, including the ability to extract arguments from difficult material, to analyze a position from multiple points of view, and to exercise creativity and sound judgment in problem solving. Philosophy

majors are trained to be excellent communicators, and to be able to express themselves in a clear, compelling way, both in speech and in writing. Philosophers are trained to research problems thoroughly – to learn how to ask the right questions and to develop standards to answer them. These are basic skills which will serve you well in any endeavor you choose to pursue. It is not surprising, then, that philosophy majors have gone on to successful careers in business, medicine, government, computers, and the arts. Furthermore, philosophy majors consistently score among the very highest levels on such standardized tests as the GRE, the GMAT, and the LSAT. Perhaps most important, though, is the personal satisfaction which many students find that the study of philosophy can lend to their life. In this respect, it is well to recall the Socratic adage, which inspires all of philosophy, that the unexamined life is not worth living. Students considering a major or minor in Philosophy may discuss their program and interests with any member of the Philosophy department, or contact the department office for the designated Philosophy advisor(s).

**Note:** Majors are encouraged to complete their lower-division History of Philosophy requirements as soon as possible after declaring their major.

## Major Requirements

The student must satisfy the Core Curriculum requirements as set forth in this *Bulletin* and complete the following courses:

### Lower Division

12 units, including a logic course (PHIL 101, 102, or 400) and three of the following five courses: PHIL 270, 271, 272, 273, or 274.

### Upper Division

24 units, including PHIL 360 and either 321 or 462; three of the following four courses: PHIL 410, 411, 412, 413; and nine upper-division Philosophy electives, at least six of which are not to be taken from the Philosophy 300 (ethics) series.

At least 18 of these 24 upper-division units must be taken at USD.

**Note:** 100- and 200-numbered courses are equally lower-division, and 300- and 400-numbered courses are equally upper-division. Accordingly, students intent on majoring or minoring in Philosophy may take 200-numbered courses during their first year; adequately prepared students may begin taking 400-numbered courses during their junior year.

## THE PHILOSOPHY MINOR

### Minor Requirements

18 units in Philosophy, at least 9 of which must be upper-division.

### A Special Note for Students Interested in Law

Students considering a career in law should give extra consideration to philosophy as a possible field of study. Legal Studies is a fundamental, perennial area of inquiry and study in philosophy; and several members of the USD Philosophy department – some of whom hold joint degrees in Philosophy (Ph.D.) and Law (J.D.) – include aspects of legal studies among their areas of expertise. Moreover, Philosophy majors' scores on the LSAT are consistently among the highest of any of the most popular pre-law majors. Philosophy faculty regularly offer courses in Political Philosophy, Philosophy of Law, Legal Reasoning, Legal Ethics, and other courses bearing upon socio-political and legal theory and practices. These courses, when taken together with the major's particular requirements in Logic and other areas of Philosophy, provide a rigorous program of legal studies in Philosophy for our students. No particular courses are designated as requirements for a minor in Philosophy (see Minor Requirements above). However, Philosophy minors interested in legal studies, whether in its own right or in connection with a pre-law aspiration, might consider PHIL 333, 460, and either 461 or 462 when completing the 9 upper-division units required for the minor. Majors or minors interested in Legal Studies offerings in Philosophy are encouraged to contact members of the faculty for additional advising. Most students will satisfy the philosophy (not logic or ethics) requirement by taking a 100-level course (excluding PHIL 101 and 102), but some will satisfy it by taking a 400-level course.

## PHILOSOPHY COURSES (PHIL)

### 101 Introduction to Logic (3)

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, and sentential inference forms. (Every semester)

### 102 Basic Symbolic Logic (3)

An in-depth study of Sentential Logic. Topics include symbolization, syntax, truth tables, truth trees, and two systems of natural deduction.

### 110 Introduction to Philosophy (3)

A basic orientation course treating the principal problems of philosophy, such as knowledge, human nature, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester)

### 111 Philosophy of Human Nature (3)

This introductory course surveys various approaches to human nature. The course may include such topics as the relation of mind and body, the nature of consciousness, life after death and the existence of the soul, the possibility of artificial intelligence, the relation between the individual and society, non-Western views of human nature, and relevant gender issues.

### 112 Philosophy and Literature (3)

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed.

## RECOMMENDED PROGRAM OF STUDY

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) CC or Electives (9)	<b>SEMESTER I</b> Lower-division PHIL* (3) CC or Electives (12)	<b>SEMESTER I</b> Upper-division PHIL** (3) Upper-division PHIL (3) CC or Electives (9-10)	<b>SEMESTER I</b> PHIL 360 (3) Upper-division PHIL** (3) CC or Electives (10)
<b>SEMESTER II</b> Lower-division PHIL* (3) CC or Electives (12)	<b>SEMESTER II</b> Lower-division PHIL* (3) CC or Electives (12)	<b>SEMESTER II</b> Upper-division PHIL** (3) Upper-division PHIL (3) CC or Electives (9-11)	<b>SEMESTER II</b> PHIL 321 or 462 (3) Upper-division PHIL (3) CC or Electives (9-11)

\*Take one of the following: PHIL 270, 271, 272, 273, or 274.

\*\*Take one of the following: PHIL 410, 411, 412, or 413.

**114 Philosophy and Technology (3)**

Technology is the art of rational problem solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is “alternative technology” an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources.

**175 Asian Philosophy (3)**

An examination of the major traditions, systems, and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

**270 History of Ancient Philosophy (3)**

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus. Prerequisite: Philosophy major or minor, or sophomore standing. (Fall semester)

**271 History of Medieval Philosophy (3)**

Origins of the medieval period; St. Augustine, St. Anselm, Abelard, scholasticism in the 13th century, St. Thomas Aquinas, Duns Scotus, and the end of the medieval era as represented by Occam and the growth of nominalism. Prerequisite: Philosophy major or minor, or sophomore standing. (Spring semester)

**272 History of Classical Modern Philosophy (3)**

An introduction to the development of European philosophy from the 16th to the 19th century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism. Prerequisite: Philosophy major or minor, or sophomore standing. (Spring semester)

**273 Twentieth Century Analytical Philosophy (3)**

An introduction to the main currents of late 19th and 20th century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis, and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning. Prerequisite: Philosophy major or minor, or sophomore standing.

**274 Twentieth Century Continental Philosophy (3)**

An introduction to the main currents of late 19th and 20th century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as poststructuralism, semiotics, and deconstructionism. Prerequisite: Philosophy major or minor, or sophomore standing. (Fall semester)

**276 American Philosophy (3)**

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, and the ending of the Golden Age. Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

**321 Social Ethics (3)\***

A study of the applications of ethical concepts and principles to different areas of human social conduct. Typical issues considered include abortion, euthanasia, the death penalty, assisted reproductive technologies, racism, sexism, poverty and welfare, animal rights, environmental ethics, and world hunger.

**330 Ethics (3)\***

A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.

**331 Biomedical Ethics (3)\***

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, that is: mercy killing; abortion; experimentation on human subjects; allocation of scarce medical resources; organ transplants; and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention.

**332 Business Ethics (3)\***

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation, and government regulation.

**333 Legal Ethics (3)\***

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system, the moral responsibilities of lawyers within corporations and government, the conflict between personal ethics and obligations to clientele, and whether legal education involves a social conditioning process with its own implicit value system.

\*Courses marked with an asterisk fulfill the Core Curriculum ethics requirement.

### **334 Studies in Ethics (3)\***

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as: death and dying, environmental ethics, business ethics, morality and science fiction, morality and teaching, etc. Depending on the suffix, the course may be repeated for credit.

### **335 Death and Dying (3)\***

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences; immortality and resurrection models of eschatology; the evil of death; and value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

### **336 Virtues and Vices (3)\***

An investigation of the morality of character that considers the question, "What kind of person ought I be?" This approach to morality is contrasted with standard Kantian and utilitarian positions. Specific virtues and vices typically considered include: love, friendship, hate, jealousy, compassion, deceit, self-deception, anger resentment, and forgiveness.

### **337 Mass Media Ethics (3)\***

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, and analysis of media presentations.

### **338 Environmental Ethics (3)\***

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights, endangered species, pesticides and pollution, energy technologies, depletion of resources, and global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

### **340 Ethics of War and Peace (3)\***

Normative ethics applied to moral questions of war and peace, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? How can peace be attained? What do pacifists and others offer as non-violent alternatives to armed conflict? Other topics might include: terrorism, humanitarian interventions, nuclear warfare and deterrence, and war crimes.

### **341 Ethics and Education (3)\***

This course provides an introduction to such topics in moral theory as: ethical relativism, deontological and consequentialist approaches to morality, and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

### **342 Engineering Ethics (3)\***

Examines the rights, responsibilities, and social role of the professional engineer. Topics may include: conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, "whistle-blowing," defective product liability, engineers and corporate power, engineers and government, and codes of conduct and standards of professional competence. Case studies may include: military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, and the use and abuse of new technologies.

### **343 Gender and Economic Justice (3)\***

Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences, and to improve the economic status of women – such as affirmative action – raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.

### **344 Environmental Justice (3)\***

An exploration of social justice in an environmental context, including considerations of distributive, participatory, and procedural justice. Topics may include: civil rights and the environmental justice movement, rights of indigenous peoples, environmentalism, economic and development conflicts between the global North and South, toxic and hazardous waste and pollution, worker safety, environmental racism, environmental classism, sustainability, and the protection of nature. Consideration of the pertinent obligations of individuals, social groups, businesses, and governments.

### **345 Computer Ethics (3)\***

An exploration of ethical issues pertinent to computing and information technology, including: free speech and content control of the Web; intellectual property rights; privacy; accountability and responsibility; security and cyberspace; the impact of computing/IT on society.

**\*Courses marked with an asterisk fulfill the Core Curriculum ethics requirement.**

**360 Ethical Theory (3)\***

A study of the major theories of ethics and selected moral concepts. Topics to be examined will include: the nature and grounds of morality; ethical relativism; egoism and altruism; utilitarianism; Kant's deontological ethics; Aristotle and virtue ethics, rights, and justice. In addition, we may consider issues of the role of gender and race in ethical theory. (Fall semester)

**400 Intermediate Symbolic Logic (3)**

This course will focus on symbolization, syntax, semantics, and derivations for predicate logic. It will include some metatheory such as soundness and completeness proofs.

**401 Inductive Reasoning (3)**

This course examines inferences and forms of reasoning whose conclusion is claimed to go beyond the information provided by the premises – for example, predictive inferences, analogical reasoning, statistical generalizations, causal inferences, scientific confirmation, probabilistic reasoning, and justifications of behavior as rational. Various conceptual puzzles concerning inductive inference and reasoning, and case studies of its empirical and moral applications may be considered.

**405 Automated Reasoning (3)**

This course covers first-order logic with special emphasis on meaning, truth, and proofs. The course utilizes a text and computer software developed at the Center for the Study of Logic and Information (Stanford University).

**410 Metaphysics (3)**

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God. (Fall semester)

**411 Philosophy of Knowledge (3)**

An examination of the nature and scope of knowledge and justification, including consideration of such topics as skepticism, analyses of knowledge, foundationalism and coherentism, a priori knowledge, and others. Attention is also given to the nature of the epistemological enterprise, e.g. internalism and externalism, and naturalized epistemology. (Spring semester)

**412 Philosophy of God (3)**

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience, and cre-

ation *ex nihilo*; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality. (Spring semester)

**413 Philosophy of Mind (3)**

The mind-body problem and the examination of mental state concepts. Topics may include: the nature of mind, including dualist and contemporary materialist theories, representation, mental causation, consciousness, psychological explanation, and artificial intelligence; other topics such as personal identity or agency may be included. (Fall semester)

**414 Philosophy of Language (3)**

Language is a fundamental medium by which we interact with others and the world. How words come to have the meanings that they do, refer to objects, express truths, and affect the meanings of other words and truth values are perennial questions in philosophy. These issues have become even more pronounced in 20th century philosophy. Specific topics may include: language and reality, language and psychology, referential theories of meaning, ideal languages, meaning as use, private languages, truth-conditional theories of meaning, descriptive and causal theories of reference and of linguistic competence and performance, verificationism, and/or an introduction to modal semantics.

**415 Philosophy of Natural Science (3)**

The study of the language and activity of the scientific community. Topics include: scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

**460 Legal Reasoning (3)**

This course introduces students to concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law. Prerequisite: PHIL 101 or consent of instructor.

**461 Philosophy of Law (3)**

What is law? How is it different from morality? Do we have an obligation to obey the law, and, if so, how strong is that obligation? This course is an exploration of philosophical issues arising from the interpretation and application of the law. The course examines classic answers to the above questions. The focus of the course may be either historical (e.g. Plato, Hobbes, or Hegel) or more contemporary (e.g. H.L.A. Hart and Ronald Dworkin), paying special attention to constitutional law.

\*Courses marked with an asterisk fulfill the Core Curriculum ethics requirement.

### **462 Political Philosophy (3)**

The nature and end of the state; relation of the individual's rights and duties to those of the state, and vice versa, and the relation between states; the kinds of states; their institution, preservation, and destruction.

### **467 Studies in Renaissance Philosophy (3)**

This course studies main figures in Renaissance thought – Petrarch, Pico, Vives, Bacon, *et al.* It addresses such topics as: the revival of Greek and Roman culture; the Florentine academy; tensions between humanism and theology; the Copernican revolution in science; and the legacies of Bruno, Leonardo, More, Machiavelli, and Montaigne.

### **470 Studies in Ancient Philosophy (3)**

An in-depth study of selected ancient philosophers, that is, Plato, Aristotle, and the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being, and change.

### **471 Studies in Medieval Philosophy (3)**

An in-depth study of selected medieval philosophers, that is, St. Augustine, St. Anselm, Abelard, St. Thomas, Duns Scotus, and William of Occam, or topics such as the problem of universals, the existence of God, the soul and immortality, and the problem of evil.

### **472 Studies in Modern European Philosophy (3)**

An intensive examination of one or more major figures in 17th-19th century European thought, for example, Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, Rousseau, and Marx; or, alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

### **473 Studies in Contemporary Analytic Philosophy (3)**

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis), or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

### **474 Studies in Contemporary Continental Philosophy (3)**

An intensive examination of major formative or current figures (such as Kierkegaard, Nietzsche, Husserl, Merleau-Ponty, Habermas, Foucault, Derrida), movements (phenomenology, existentialism, critical theory, deconstructionism), or problems (the nature of representation, the relation of emotion and thought, the problem of technology) in contemporary continental philosophy.

### **475 Studies in Process Philosophy (3)**

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

### **476 Studies in Asian Philosophy (3)**

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian, and Taoist traditions, such as the Bhagavad-Gita or the Analects; pitfalls of interpretation; relations between text and ure. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

### **480 Philosophy of Art (3)**

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's *Poetics*, Kant's *Critique of Judgement*, Dewey's *Art as Experience*, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

### **481 Philosophy of Education (3)**

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's *Meno* and *Republic*, Aristotle's *Politics*, Rousseau's *Emile*, Dewey's *The School and Society* and *The Child and the Curriculum*, and various works by Piaget.

### **483 Philosophy of Social Sciences (3)**

A study of the fundamental concepts, methods, and goals of the social sciences, including a consideration of such topics as: the nature of the human action, the possibility of a science of human nature, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

### **485 Philosophy of History (3)**

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify casual claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

**490 Philosophy of Love (3)**

What is love? Does it even exist, or is it a myth? Is it attainable, or an impossible ideal? Is it rooted in the divine; in the human, or even in the biologic or animal? Is it an emotion, a form of relationship, or even a cosmic principle? Can it be equal and shared, or must it be hierarchic and coercive? This course considers a variety of philosophical perspectives on questions such as these. Readings typically include such classic and contemporary thinkers as Plato, Aristotle, Augustine, Aquinas, Kierkegaard, Freud, Sartre, DeBeauvoir, and Tillich.

**494 Contemporary Philosophical Problems (3)**

An intensive examination of one or more contemporary philosophical problems such as: the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

## Physics

Gregory D. Severn, Ph.D., Program Director

Michelle D. Chabot, Ph.D.

David Devine, Ph.D.

Daniel P. Sheehan, Ph.D.

**THE PHYSICS MAJOR**

The University offers a program leading to a bachelor's degree with a major in Physics, providing a sound undergraduate program in physics within the framework of a liberal education provided by the College of Arts and Sciences. This major provides a suitable preparation for graduate study or for immediate employment in physics and in related fields. USD Physics has multiple faculty research laboratories and upper-division advanced laboratories on the second floor of the Donald P. Shiley Center for Science and Technology. Physics students are encouraged to participate in undergraduate research. Faculty research interests include experimental and theoretical plasma physics, condensed matter physics, thermodynamics, nonlinear processes in fluids, and star formation.

The student must satisfy all Core Curriculum requirements as set forth in this *Bulletin* and complete the following courses:

**Preparation for the Major**

PHYS 270, 271, 272, 272L

MATH 150, 151, 250

CHEM 151, 151L, 152, 152L

**Major Requirements**

The 27 units of upper-division work must include PHYS 314, 319, 320, 324, 325, 330, and 331, plus an additional upper-division physics laboratory course (PHYS 480W, or 477 with 477L). In exceptional circumstances, a student may substitute experimental physics research for this laboratory course.

**Note:** A minor in Mathematics is required for the Physics major.

All students, whether expecting to attend graduate school or expecting to work in industry, will benefit from an upper-division experimental laboratory experience, and such an experience is required to complete the major. In addition, the student is advised to take additional course work in mathematics and as many as possible of the following courses in Physics as electives: 477, 480W, 494, 495, and 498.

Students should fulfill as many of the non-science Core Curriculum requirements as possible during the freshman and sophomore years.

The following program of study fulfills the minimum requirement for a bachelor's degree in Physics. It is recommended that a student take MATH 150 in the first semester, and MATH 151 and PHYS 270 in the second semester. If the student is not prepared to take MATH 150 in the fall of the freshman year, it would be preferable to take MATH 115 and 118 the summer preceding the freshman year. It would be possible, but difficult, to take MATH 115 and 118 in the fall of the freshman year and still begin PHYS 270 in the spring of the freshman year along with MATH 150.

**THE PHYSICS MINOR**

The 18 units required for a minor in Physics must include at least 6 upper-division units, and should normally include PHYS 270 and 271.

**PHYSICS COURSES (PHYS)****101 Physics and Society (3)**

A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include: alternatives for energy production and conservation; radiation, its effect and applications; and ethical decisions in the application of new scientific discoveries. Three lectures weekly with demonstrations and discussions. (Every semester)

### 105 Physical Sciences for K-8 Teachers (3)

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the Science Content Standards for California Public Schools (K-12) and are intended for Liberal Studies majors. (Every year)

### 107 Astronomy (3)

A survey of astronomy covering astronomical history, planetology, stellar birth/life/death, large-scale structures, and cosmology. Three lectures weekly; no formal laboratory. No science prerequisites.

### 112 Physics and Society with Laboratory (3)

A discussion and empirical examination of the concepts which unify our experience with the physical world. Topics are presented at an elementary level for the student with little or no background in physical science. Science-related topics of special interest are discussed. Examples include: alternatives for energy production and conservation; radiation, its effect and application; and ethical decisions in the application of new scientific discoveries. Two lectures and one laboratory/recitation weekly.

### 117 Astronomy with Laboratory (3)

A survey of astronomy covering astronomical history, descriptive astronomy, planetology, stellar birth/life/death, and cosmology. This course satisfies the Core Curriculum physical science requirement with laboratory. Two lectures and one laboratory weekly. No science prerequisites.

### 136 General Physics I (4)

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: Concurrent registration in MATH 130 or 150. (Every semester)

### 137 General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: PHYS 136. (Every semester)

### 270 Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures and one recitation weekly; one three-hour laboratory every two weeks. Prerequisite: MATH 150 completed or concurrent required; MATH 150 completed and MATH 151 concurrent recommended. (Spring semester, every year)

### 271 Introduction to Thermodynamics, Electricity, and Magnetism (4)

A study of the fundamental principles of classical thermodynamics, electricity, and magnetism. Three lectures and one recitation weekly; one three-hour laboratory every two weeks. Prerequisites: PHYS 270 completed and MATH 151 completed or concurrent required; MATH 250 concurrent recommended. (Fall semester, every year)

### 272 Introduction to Optics and Modern Physics (3)

A study of geometric and physical optics, and an introduction to modern physics. Three lectures per week. Prerequisites: MATH 151, PHYS 271. (Spring semester, every year)

## RECOMMENDED PROGRAM OF STUDY

### FRESHMAN YEAR

**SEMESTER I**  
Preceptorial (3)  
MATH 150 (4)  
CC or Electives (6-9)

**SEMESTER II**  
MATH 151 (4)  
PHYS 270 (4)  
CC or Electives (6-9)

### SOPHOMORE YEAR

**SEMESTER I**  
CHEM 151 (3)  
CHEM 151L (1)  
MATH 250 (4)  
PHYS 271 (4)  
CC or Electives (3)

**SEMESTER II**  
CHEM 152 (3)  
CHEM 152L (1)  
PHYS 272 (3)  
PHYS 272L (1)  
PHYS 320 (4)  
CC or Electives (3-6)

### JUNIOR YEAR

**SEMESTER I**  
CHEM 152 (3)  
CHEM 152L (1)  
Upper-division MATH (3)  
PHYS 314 (4) or  
PHYS 319 (3)  
CC or Electives (6)

**SEMESTER II**  
Upper-division MATH (3)  
PHYS 325 or 331 (3)  
PHYS 480W or 320 (4)  
CC or Electives (9)

### SENIOR YEAR

**SEMESTER I**  
PHYS 319 (3) or  
PHYS 314 (4)  
PHYS 324 or 330 (3)  
CC or Electives (8)

**SEMESTER II**  
PHYS 320 or 480W (4)  
PHYS 325 or 331 (3)  
PHYS Elective (3-4)  
CC or Electives (12)

**272L Introduction to Optics and Modern Physics Laboratory (1)**

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Optics and Modern Physics (PHYS 272). Prerequisite: Concurrent enrollment in PHYS 272.

**314 Analytical Mechanics (4)**

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: MATH 250, PHYS 271. (Alternate years)

**319 Thermal and Statistical Physics (3)**

This course employs techniques from statistical mechanics to explore topics in thermodynamics. Topics include ideal gases, phase transitions, chemical equilibrium, kinetic theory, and paramagnetism. Prerequisite: PHYS 272. (Alternate years)

**320 Electronics (4)**

Development of the principles of direct current and alternating current circuits; electrical measurement techniques; electronics with discrete components, active and passive; and power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: MATH 130 or 150, PHYS 271. (Alternate years)

**324 Electromagnetic Theory I (3)**

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: MATH 250, PHYS 271. (Alternate years)

**325 Electromagnetic Theory II (3)**

Applications of Maxwell's equations in areas such as: optics, plasma physics, superconductivity, and electro-dynamics. Three lectures per week. Prerequisite: PHYS 324. (Alternate years)

**330, 331 Quantum Physics I, II (3, 3)**

Modern physical theories are studied including quantum and statistical mechanics. Applications are considered in areas such as atomic, nuclear, solid state, and elementary particle physics. Three lectures per week. Prerequisites: MATH 250, PHYS 272. (Alternate years)

**477 Introduction to Fluids (3)**

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography, atmospheric science, and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering,

earth sciences, and biology) will be developed. Prerequisites: MATH 150, 151, PHYS 136, 137 (or PHYS 270, 271), and consent of instructor.

**477L Fluids Laboratory (1)**

Laboratory work to accompany PHYS 477. Prerequisite: Concurrent registration in PHYS 477.

**480W Experimental Modern Physics (4)**

Introduction to principles of research and techniques with an emphasis on plasma, atomic, and nuclear physics. Vacuum technology, analogue and digital data acquisition instrumentation, high resolution optical technology, and radiation technology will be used. This course is the writing intensive course in the physics curriculum and serves to introduce the student to the process of writing research papers in physics. Three lectures and one three-hour laboratory per week. Prerequisites: PHYS 320 and concurrent registration either PHYS 325 or PHYS 331. (Alternate years)

**487 Techniques in Physics (1-3)**

Training and practice in those areas of physics of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology, preparation and technique in the teaching laboratory, and routines supportive of research. May be repeated up to a maximum of 4 units of credit. Prerequisite: Consent of instructor.

**494 Special Topics (1-4)**

Topics chosen by the instructor in areas such as: thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, plasma physics, nuclear physics, elementary particle physics, and advanced physics laboratory. May be repeated for credit if the course material is different. Prerequisites: PHYS 271 and consent of instructor.

**495 Seminar (1)**

A weekly seminar on a current topic in physics. Generally, the students and staff will attend a physics seminar or colloquium in the San Diego area. Each student will also be required to prepare a presentation either on his or her own research work, or on a review of a current area. One hour per week.

**498 Research (1-4)**

An undergraduate research problem in experimental or theoretical physics, or research participation in the Environmental Studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: Consent of instructor.

# Political Science and International Relations

Delavan Dickson, Ph.D., Chair, Department of  
Political Science and International Relations

Casey B. K. Dominguez, Ph.D.

Patrick F. Drinan, Ph.D.

Emily Edmonds-Poli, Ph.D.

Virginia Lewis, Ph.D.

Vidya Nadkarni, Ph.D.

Noelle Norton, Ph.D.

Lee Ann Otto, Ph.D.

Michael R. Pfau, Ph.D.

David Shirk, Ph.D.

J. Michael Williams, Ph.D.

Randy Willoughby, Ph.D.

## THE POLITICAL SCIENCE MAJOR

The Political Science major focuses attention on the shared and contending ideas, values, institutions, and processes of public life. The major is expansive in its reach and accommodates a wide range of student interests.

Political Science courses range from the specific study of politics in one country (for example, the U.S., Mexico, or France) or of a single institution or political process (the judiciary, Congress, or elections), to more general offerings such as courses on political development, revolution, research methods, human rights, and legal theory. The Political Science department relates theory to practice by providing students with opportunities for simulations, writing workshops, internships, community service, study abroad, semesters in Washington, D.C., and trips to Sacramento. The faculty members in the department are committed to the success of individual students by fostering intellectual curiosity, analytical skills, and a heightened awareness of values. The major prepares students for careers in politics, public service, law, teaching, research, and international, national, and local organizations.

### Preparation for the Major

POLS 100, 125, 175, 250.

### Major Requirements

24 units of upper-division course work to include POLS 301 and 302.

## THE POLITICAL SCIENCE MINOR

POLS 125, 100 or 175, 301 or 302, and 9 upper-division units.

## USD/WASHINGTON CENTER INTERNSHIP SEMESTER

USD students have the opportunity to enroll in a semester-long internship program in Washington, D.C. and earn academic credit towards their major. These internships are coordinated through the Political Science and

International Relations department and the Washington Center, a nationally recognized internship program that pioneered the development of full-time internships in the nation's capitol. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students can earn as many as 12 semester-units for participating in a full-time fall or spring semester program, and as many as 9 units in the summer.

## POLITICAL SCIENCE COURSES (POLS)

### 100 Introduction to Political Science (3)

This course presents an overview of the discipline, including the basic theories, concepts, approaches, and enduring questions of political science. It provides students with a foundation of knowledge and the analytical skills necessary to understand modern politics in historical context.

### 125 American Politics (3)

This course offers students a fundamental overview of American politics by analyzing the origin, development, structure, and operation of all levels of the American political system. This course also examines how politics are practiced in the United States in order to analyze the uniqueness of the American political system.

### 175 International Relations (3)

This course examines major traditions in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, immigration, refugees, human rights, and the environment as they affect international politics.

### 250 Research Methods in Political Science (3)

This course introduces students to the various stages of the research process, from conceptualization of the research question to interpretation of findings. Students not only learn to develop efficient research strategies to evaluate empirical relationships from a theoretically informed perspective, but they also design and conduct empirical research of their own.

### 301 Political Thought: Ancient to Modern (3)

This course examines the formation and development of political ideas, from Greek political philosophy to modern political thought. Emphasis is placed on the relationship between theory and practice in political life.

**302 Political Thought: Modern and Contemporary (3)**

This course examines political ideas in the modern and contemporary Western tradition. Emphasis is placed on the relationship between theory and practice in political life.

**304 American Political Development (3)**

This course explores the origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.

**306 Political Ideology (3)**

This course examines the nature and content of modern ideologies and the role they play in the political life of states. Students are introduced to the ideologies of liberalism, conservatism, fascism, socialism, and nationalism, and consider how assumptions about human nature in general, and political ideals of order, liberty, equality, and justice, in particular, affect choice of ideology.

**307 Politics and Religion (3)**

This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.

**308 Politics and Literature (3)**

This course explores the political content of selected classical, modern, and contemporary literature. Emphasis is placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

**310 Presidency (3)**

This course analyzes the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. The principal focus is placed on understanding how the presidency fits into the broader institutional structure of the U.S. government and how individual presidents make decisions in this situation.

**312 Congress (3)**

This course examines the history, organization, operation, and politics of Congress. Nomination and election, constituent relations, the formal and informal structures of both houses, relations with the executive branch, and policy formulation are discussed. Students participate in a simulation of the House of Representatives.

**313 Politics and Parties (3)**

This course examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and their roles in the political process.

**316 Sex, Power, and Politics (3)**

This course offers an analysis of gender in politics from historical as well as theoretical perspectives. Topics examined include gender power, leadership, and governance; social, economic, and political factors explaining women's political status and participation in relation to men's; and the women's movement as a political movement.

**321 Constitutional Law I (3)**

This course begins with an examination of the early development of American constitutional law, including the Articles of Confederation, the Constitutional Convention, and the Federalist Papers. Students also explore the development of Supreme Court doctrine regarding judicial review, conflicts among the three depart-

**R E C O M M E N D E D P R O G R A M O F S T U D Y**

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) POLS 100 (3) CC or Electives (9-10)	<b>SEMESTER I</b> POLS 175 (3) CC or Electives (12)	<b>SEMESTER I*</b> Upper-division POLS (6) CC, Minor, or Electives (9)	<b>SEMESTER I*</b> POLS 301 (3) Upper-division POLS (3) CC, Minor, or Electives (9-10)
<b>SEMESTER II</b> POLS 125 (3) CC or Electives (12-13)	<b>SEMESTER II</b> POLS 250 (3) Upper-division POLS (3) CC or Electives (9)	<b>SEMESTER II</b> Upper-division POLS (6) CC, Minor, or Electives (9)	<b>SEMESTER II</b> POLS 302 (3) Upper-division POLS (3) CC, Minor, or Electives (9-10)

\*Fall semester is normally the best time for a Washington, D.C. Internship experience.

ments of government in domestic and foreign affairs, and the ongoing struggle to define the responsibilities of state and federal governments.

### **322 Constitutional Law II (3)**

This course is a continuation of the study of constitutional politics, with a focus on civil rights and individual liberties. Topics include free speech, racial and sexual discrimination, church and state, privacy, voting rights, and the rights of the accused. POLS 321 is not a prerequisite for this class.

### **323 Judicial Behavior (3)**

This course explores judicial politics and decision making, with particular emphasis on judges, lawyers, and juries. Topics include judicial selection and appointment, the limits of judicial power, the roles that lawyers play in our legal and political systems, and the development of trial by jury.

### **326 Comparative Law (3)**

This course presents a cross-national, historical, and comparative analysis of constitutional, administrative, and criminal law. Subject countries vary, but include representative judicial systems within the Civil Law, Common Law, and Socialist Law traditions.

### **327 International Law (3)**

This course examines the theory and practice of international law, including efforts to create effective legal means to define, proscribe, and punish war crimes, crimes against humanity, and terrorism. We discuss the negotiation, ratification, and enforcement of treaties and study multinational legal institutions such as the International Court of Justice, the International Criminal Court, and the International Criminal Tribunals for the Former Yugoslavia and Rwanda.

### **329 Law of the Sea (3)**

This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations. Cross-listed as MARS 329.

### **330 Political Behavior (3)**

In this course, we discuss political socialization, orientation, and participation. Both quantitative and traditional research methods are utilized to explain the political behavior of the American electorate.

### **340 State and Local Government (3)**

This course examines the political functions of state and local governments, with special attention to California.

### **342 Urban Politics (3)**

This course is designed to introduce students to the major debates that have structured the field of urban politics: interaction among governmental institutions, political actors, private interests, and the marketplace. Other issues such as urban regimes, urban political history, suburbanization, urban growth and renewal, race, class, and gender are examined throughout the course.

### **345 Public Administration (3)**

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation.

### **347 Public Policy (3)**

This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

### **349 Politics and the Environment (3)**

This course examines the decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students investigate both American and international environmental issues, and consider the historical and theoretical bases of current environmental policies and initiatives.

### **350 Comparative Politics (3)**

This course examines the major theoretical approaches to comparative politics as well as the political histories of individual countries. It is designed to introduce students to a variety of themes central to this field, including state-society relations, state capacity, the role of institutions, nationalism, cultural/ethnic pluralism, political culture, and democracy.

### **352 Comparative Politics of Developing Countries (3)**

This course examines concepts and theories of development and assesses their utility in understanding political, economic, and social change in Latin America, sub-Saharan Africa, and Southeast Asia. Particular emphasis is placed on issues such as: state building, the bureaucracy, civil-military relations, national identity, economic development, and democratization.

### **354 Revolutionary Change (3)**

This course is a comparative study of the revolutionary process focusing on the meaning of revolutionary change, the causes and development of revolutions, and the conditions influencing their outcomes. Special attention is devoted to the French, Russian, Chinese, Cuban, and other revolutions.

**355 Politics in Western Europe (3)**

This course offers a survey of the political cultures, institutions, and processes of the United Kingdom, France, the Federal Republic of Germany, and other West European countries. The development of a more integrated European community is also discussed.

**356 Politics in East-Central Europe (3)**

This course examines the politics of East-Central Europe from its Cold War origins to the dynamic developments after the revolutions of 1989. It focuses on the diverse challenges of democratization and market reform in some of the following countries: Poland, the Czech Republic, Slovakia, Hungary, Bulgaria, Romania, Albania, and the states of the former Yugoslavia.

**357 Politics in Latin America (3)**

This course examines the dynamics of political and economic change in 20th century Latin America. There is particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

**358 Politics in South Asia (3)**

This course is designed to introduce students to the study of contemporary South Asian politics by examining historical as well as contemporary issues relating to socio-economic change, political development, regional relations, and international linkages. The course focus is primarily on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka are also considered.

**359 Politics in the Middle East (3)**

This course offers an introduction to the study of the politics of the Middle East and North Africa. The complex issues of regional conflicts with international significance and the forces shaping the internal development of the modern Middle East are explored.

**360 Politics in Sub-Saharan Africa (3)**

This course provides an introduction to Sub-Saharan African political systems and the relationships that exist between governments and their citizens in this region. We examine some of the main factors that shape contemporary African politics, including the legacy of colonialism, the rise of authoritarian states, ethnic, national, and racial conflict, and political and economic reform.

**362 Politics in the United Kingdom (3)**

This course examines the development of democracy in England, the institutions of government and parliament, political parties, and selected domestic and foreign policies.

**363 Politics in France (3)**

This course examines contemporary French politics. We begin by constructing an historical and ideological foundation for the course, we then move to recent institutional and electoral practices, and we finally analyze a variety of foreign and security policies, including relations with the United States, members of the European Union, and countries throughout the world.

**364 Politics in Germany (3)**

This course introduces students to German politics by examining contemporary as well as historical issues that challenge the unified Germany. The course's main focus is on the post-Cold War and post-unification era, with particular emphasis on the current political, social, and economic agendas, and on explaining and predicting German national and international politics.

**365 Politics in Russia (3)**

This course examines the development of the political institutions and culture of Russia since the collapse of Communism, with a focus on the role of the Presidency, the Parliament, political parties, and the public in shaping the life of the Russian Federation.

**366 Politics in Mexico (3)**

This course provides an overview of the contemporary Mexican political system. The primary focus is on the breakdown of the dominant party system in the late twentieth century and the subsequent recalibration of executive-legislative relations, decentralization of power, and emergence of democratic political culture and competition.

**367 Politics in Japan (3)**

This course examines the development of contemporary Japanese politics by analyzing Japan's pre-WWII political and social systems, its domestic capabilities, and Japanese policy-making processes. The course also evaluates current, and speculates regarding future, Japanese politics by assessing historical and current political, economic, and social conditions in Japan.

**368 Politics in China (3)**

This course examines politics and political issues in the People's Republic of China from the mid-1800s to the present. Throughout the course students assess factors such as China's traditional political, social, and economic systems, ideology, and current policy-making structures that shape China's policies in order to understand contemporary Chinese political issues.

### **370 Theories of International Relations (3)**

This course analyzes the major theoretical perspectives in the field of international relations by reflecting upon the writings of the most important scholars in the discipline. Students study the mainstream realist and liberal approaches and explore theoretical alternatives to these paradigms. The relationship between theory and practice is also examined.

### **371 American Foreign Policy (3)**

This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the 21st century. Students examine the historical legacy and internal and external constraints on foreign policy decision making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy.

### **372 Russian Foreign Policy (3)**

This course is designed to introduce students to the nature and substance of Russian foreign policy after the collapse of the Soviet Union. Students explore the implications of loss of superpower status on Russian national identity, of the interrelationship between domestic reform and foreign policy, and of the challenges of developing relationships on a new footing with newly independent states of Eurasia and with the rest of the world.

### **374 U.S.-Latin American Relations (3)**

The course explores the history of economic and political relations between the U.S. and Latin America to understand the basis of contemporary U.S. policy. Topics examined include military intervention, drug trafficking, immigration and trade policies, and relations with Cuba.

### **375 Comparative Foreign Policy (3)**

The course offers a comparative approach to the study of foreign policy. Public policy formation and political structures in various countries are analyzed, with particular attention to the linkage between domestic and foreign policy decision making.

### **376 U.S. National Security (3)**

This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.

### **377 Regional Security (3)**

This course examines security dynamics in three important regions of the world (Europe, East Asia, and Latin America.) We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

### **378 Transnational Crime and Terrorism (3)**

This course focuses on how the law enforcement community has responded to the unprecedented increase in crimes and terrorist acts that cross international borders. The course examines those factors that have led to this increase in transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the responses that have been developed to combat transnational crime, and the extent to which transnational crime threatens the national security interests of the United States and the world community.

### **380 International Political Economy (3)**

This course offers an introduction to the study of the history, issues, and dynamics of political/economic interactions in the international economy. The course covers both advanced industrial societies and less developed countries. Special topics such as international energy, the international debt crisis, and international migration are considered. ECON 101 and 102 are recommended prerequisites.

### **382 International Human Rights (3)**

This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.

### **383 International Organizations (3)**

This course provides an introduction to the study of international organizations in world politics. The focus is on the United Nations and other selected organizations.

### **430 Field Seminar in California Government (1)**

Students attend a three-day seminar on California government and politics in the California State Capitol Building in Sacramento. The seminar is offered only during the spring semester at the end of February. Students attend seminar presentations featuring elected state legislators, legislative and executive staffers, journalists, lobbyists, and academic experts on current issues confronting California.

### **434 Washington, D.C.: The Press and the Presidency (3)**

This course provides an analysis of U.S. politics and decision making as seen through an extensive evaluation of the U.S. press and the U.S. presidency. Students meet during the first two weeks in Washington, D.C. during Intersession.

**435 Washington, D.C.: Directed Study in Political Science (3)**

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in political science that relates to the internship experience.

**436 Washington, D.C.: Internship in Political Science (6)**

Students work 35-40 hours a week in Washington, D.C. at an internship related to political science. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which 3 units may apply toward the major.

**437 Washington, D.C.: Class in Political Science (3)**

This political science course is taken in Washington, D.C. during the internship. The course must be approved by the Department of Political Science and International Relations.

**444 Special Topics in Political Science (3)**

Special topics courses offer an examination of a topical issue affecting politics in the United States. The course number may be repeated for credit provided the topics of the courses are different.

**448 Internship in Political Science (1-6)**

This course involves participation in a governmental office at the local, state, or national level. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior Political Science or International Relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

**449 Independent Study in Political Science (1-3)**

This course involves advanced individual study in Public Policy, American Politics, Public Law, Political Behavior, or Political Theory. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior course work in the area is expected.

**480 Model United Nations (1)**

This course involves a simulation of the decision-making process of the United Nations. Students participate in at least one conference per semester where they have the opportunity to represent an assigned country and compete against other universities. This course may be repeated once for credit.

**485 Washington, D.C.: Directed Study in International Relations (3)**

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in international relations that relates to the internship experience.

**486 Washington, D.C.: Internship in International Relations (6)**

Students work 35-40 hours a week in Washington, D.C. at an internship related to international relations. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which 3 units may apply toward the major.

**487 Washington, D.C.: Class in International Relations (3)**

This international relations course is taken in Washington, D.C. during the internship. The course must be approved by the Department of Political Science and International Relations.

**494 Special Topics in International Relations (3)**

Special topics courses offer an examination of a topical issue affecting the domestic politics of foreign countries or the international political system. This course number may be repeated for credit provided the topics of the courses are different.

**498 Internship in International Relations (1-6)**

This course involves participation in an internship related to international relations. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior Political Science or International Relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

**499 Independent Study in International Relations (1-3)**

This course involves advanced individual study in International Relations or Comparative Politics. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior course work in the area is expected.

# Psychology

Kenneth D. Keith, Ph.D., Chair  
 Michael A. Ichiyama, Ph.D.  
 Patricia Kowalski, Ph.D.  
 Jennifer Lento, Ph.D.  
 Kristen McCabe, Ph.D.  
 Adriana Molitor-Siegl, Ph.D.  
 Daniel D. Moriarty, Ph.D.  
 Sandra Sgoutas-Emch, Ph.D.  
 Annette Taylor, Ph.D.  
 Greg Turek, Ph.D.  
 James M. Weyant, Ph.D.

## THE PSYCHOLOGY MAJOR

Psychology is the scientific study of human and animal behavior and the cognitive and physiological processes that underlie it. The objective of USD's Psychology program is to advance the student's understanding of psychology as a science, a profession, and a means of promoting the welfare of human and animal species. The major is designed to help students prepare for admission into graduate or professional school in psychology and provide a background for other career possibilities. The major prepares the student for graduate study in psychology, or may be used as a foundation for entry into fields such as neuroscience, law and criminal justice, primary and secondary education, medicine, business, human resources, the ministry, and social work.

## Preparation for the Major

PSYC 101, 130, and 160 are required. MATH 130 is strongly recommended. To maximize successful completion of the major we strongly recommend that students take BIOL 104 or BIOL 105 to satisfy the Core Curriculum life sciences requirement. COMP 100 is recommended for students who lack experience with computer applications.

## Major Requirements

A minimum of 27 upper-division units is required and must be distributed as follows:

One course from each of the following areas:

Biological: PSYC 342 or 344

Clinical: PSYC 354, 355, 356, 357, or 359

Cognitive: PSYC 332, 334, or 336

Developmental: PSYC 314 or 316

Social: PSYC 322 or 324

Theories: PSYC 372, 374, or 377

One advanced research methods/laboratory course:

PSYC 315, 323, 325, 333, 337, 343, 345, 358, or 360

(Note: When offered as "W" courses, these fulfill the Core Curriculum upper-division writing requirement.)

6 additional units of upper-division psychology course work

The electives chosen to complete the major requirements should be selected in consultation with your academic advisor with a view to achieving balance among the major areas of psychological knowledge. A maximum of 4 units from any combination of PSYC 493, 496, and 498

## R E C O M M E N D E D P R O G R A M O F S T U D Y

### FRESHMAN YEAR

**SEMESTER I**  
 Preceptorial (3) or  
 PSYC 101 (3)  
 ENGL 121 (3)  
 MATH 115 (3) or  
 MATH 130 (3)  
 CC (6)

**SEMESTER II**  
 BIOL 104 or 105 (3)  
 PSYC 130 (3)  
 CC (9)

### SOPHOMORE YEAR

**SEMESTER I**  
 PSYC 160 (3)  
 CC (12)

**SEMESTER II**  
 Upper-division PSYC (3)  
 CC (12)

### JUNIOR YEAR

**SEMESTER I**  
 Upper-division PSYC (6)  
 CC or Electives (9)

**SEMESTER II**  
 PSYC Upper-division\* (6)  
 CC or Electives (9)

### SENIOR YEAR

**SEMESTER I**  
 Upper-division PSYC\* (6)  
 CC or Electives (9)

**SEMESTER II**  
 Upper-division PSYC (6)  
 CC or Electives (9)

The recommended program of study is intended as a guide to students in planning their college program. It is not expected that students will adhere rigidly to the sequence of suggested courses. For example, a student may take ENGL 121 in the second semester of the freshman year equally as well as in the first semester.

\*We recommend that one of these courses, in one or both semesters, include an advanced research methods/laboratory course.

elective units can be applied toward the units required to complete the major. Units beyond this limit are applicable to the 124 units required for graduation. For students interested in graduate work in psychology, taking additional courses, including laboratories, beyond those required for the major is an important consideration, as is obtaining field and research experience. Those who anticipate doing Independent Study (PSYC 499) should begin that work in the first semester of their senior year.

**Note:** Transfer students who wish to graduate as Psychology majors will normally be expected to complete a minimum of 12 upper-division units in Psychology at USD.

### THE PSYCHOLOGY MINOR

A minimum of 18 units is required for the minor. These must include PSYC 101 and 130, and at least three upper-division courses. PSYC 160 is strongly recommended.

#### The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Psychology. The specific requirements for the teaching credential differ from the general requirements for the Psychology major. Students interested in pursuing a Social Science Teaching Credential should consult the School of Leadership and Education Sciences.

### PSYCHOLOGY COURSES (PSYC)

#### 101 Introductory Psychology (3)

This Core Curriculum course provides an introduction to the field of psychology and includes the following topics: history of psychology, psychology as a science, biopsychology, development, learning, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. (Every semester)

#### 130 Research Methods in Psychology (3)

Introduction to the principles and methods of psychological research through lecture, discussion, and participation in laboratory and field research projects. This course will emphasize research designs. (Every semester)

#### 160 Statistics (3)

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing. (Every semester)

#### 305 Computer Analysis of Behavioral Science Data (3)

Students will learn to enter data on a computer and to use statistics programs (for example, SPSS) to perform the kinds of analyses introduced in basic statistics courses (for example, central tendency, variation, correlation, t-tests, analysis of variance, and chi square). More advanced sta-

tistical procedures (for example, multiple regression, partial correlation, and analysis of covariance) will be introduced. Previous experience with computers is not required. Prerequisite: PSYC 160.

#### 314 Developmental Psychology: Childhood and Adolescence (3)

The study of growth and development within physical, cognitive, and social domains of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various domains of development. Community service may be required. Prerequisite: PSYC 101.

#### 315W Advanced Research Methods/Laboratory in Developmental Psychology (3)

In-depth study of research methods in developmental psychology. Emphasis will be placed on the factors that make developmental research unique, on the appropriateness of particular methods for specific research or practical questions, and on the critical evaluation of research reports. Written project reports as well as a literature review and research proposal will be required. Prerequisites: ENGL 121, PSYC 101, 130, 160, and 314.

#### 316 Developmental Psychology: Adulthood and Aging (3)

A study of human behavior and development into the adult years. Adulthood and aging as part of the generally accepted stages in the life span, attitudes about the adult years, and contemporary theories and research in the field will be discussed. A volunteer experience in the community may be required. Prerequisite: PSYC 101.

#### 322 Social Psychology (3)

The study of how people think about, relate to, and are influenced by others. Topics include: group behavior, socialization, social interaction, attitude change, affiliation, aggression, altruism, person perception, and the role of psychological factors in social problems.

#### 323W Advanced Research Methods/Laboratory in Social Psychology (3)

This course provides students with hands-on experience with research and scientific writing in social psychology. A research proposal and corresponding ethics proposal is required, as well as a research report and presentation based on data collected and analyzed. Prerequisites: ENGL 121, PSYC 101, 130, 160, and 322, or consent of instructor.

#### 324 Cross-Cultural Psychology (3)

An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as perception, cogni-

tion, personality, emotion, development, group dynamics, mental and physical health, and language. Prerequisites: PSYC 101 and 130.

### **325W Advanced Research Methods/Laboratory in Cross-Cultural Psychology (3)**

This course explores the research methods, both laboratory and field, used in the study of human behavior across cultures. The course requires reading of original research, completion of laboratory projects, and a research paper. Prerequisites: ENGL 121, PSYC 101, 130, 160, and concurrent enrollment in, or prior completion of, PSYC 324.

### **326 Organizational/Industrial Psychology (3)**

A study of the application of psychological principles in organizational settings. Topics include: organizational structure; personnel selection, social influence and human relations in organizations, leadership, and organizational change.

### **332 Learning and Behavior (3)**

The study of learning in humans and animals. Topics include: theories of learning; classical conditioning, instrumental learning, observation learning, and perceptual-motor and verbal learning and cognition. Current research will be stressed. Prerequisites: PSYC 101 and 130.

### **333W Advanced Research Methods/Laboratory in Learning (3)**

This course is designed to give the student an in-depth, hands-on experience with the research methods used in the study of conditioning and learning. Projects involving both human and nonhuman subjects will be conducted to illustrate the equipment, research designs, and procedures commonly employed in the area. Written project reports, as well as a literature review and research proposal, will be required. Prerequisites: ENGL 121, PSYC 130, 160, and prior completion of, or concurrent enrollment in, PSYC 332.

### **334 Human Memory (3)**

A scientific approach to the traditional study of human memory, including structural concepts (memory stores), and process concepts (encoding, organization, retrieval). More recent approaches, including neural networks and concepts related to ecological validity, are also explored. Prerequisites: PSYC 101 and 130.

### **336 Cognitive Psychology (3)**

Study of how people process information. Topics include: perception, attention, memory, imagery, language, concept formation, and problem solving. Both basic and applied issues will be addressed. Recent advances in neural network models will be introduced. Prerequisites: PSYC 101, 130, and 160.

### **337W Advanced Research Methods/Laboratory in Cognitive Psychology (3)**

This course integrates an in-depth exploration of selected topics with an emphasis on experimental research methods. Readings in original research, active participation in laboratory replications, complete research report preparation, and write-ups will accompany each topic. The course will culminate in the preparation of an original research project. Prerequisites: ENGL 121, PSYC 130, 160, and prior completion of, or concurrent enrollment in, PSYC 336.

### **342 Biological Psychology (3)**

Study of the biological bases of behavior, stressing evolutionary, genetic, neural, and hormonal processes. Topics include: anatomy and physiology of the nervous, sensory, and motor systems; and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, and psychopathology. Current research will be stressed. Prerequisites: PSYC 101 and 130, or consent of instructor.

### **343W Advanced Research Methods/Laboratory in Biological Psychology (3)**

This course is designed to provide in-depth, hands-on experience with the concepts, methods, and techniques used in biological/physiological psychology research, including anatomical and histological methods, and surgical and pharmacological manipulations. Written project reports, as well as a literature review and research proposal, will be required. Prerequisites: ENGL 121, PSYC 130, 160, and completion of, or current enrollment in, PSYC 342, or consent of instructor.

### **344 Animal Behavior: Comparative Psychology and Ethology (3)**

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include: research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed. Prerequisites: PSYC 101 and 130 or consent of instructor.

### **345W Advanced Research Methods/Laboratory in Animal Behavior (3)**

This course will explore the research methods used in the study of animal behavior in both laboratory and field settings. Observational skills will also be developed. Completion of a field project at an appropriate site will be required. Several laboratory projects and demonstrations will be conducted. Project reports, as well as a research paper, will be written. Prerequisites: ENGL 121, PSYC

101, 130, 160, and concurrent enrollment in, or prior completion of, PSYC 344, or consent of instructor.

### **347 Behavior Genetics (3)**

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Summer or Intersession)

### **354 Behavior Disorders of Childhood (3)**

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders. Prerequisite: PSYC 101.

### **355 Abnormal Psychology (3)**

Reviews the current literature on the etiology, prevalence, classification, and treatment considerations relating to abnormal behavior and mental disorders. Course assumes an integrated biopsychosocial perspective and focuses on adult psychopathology. Gender effects and cultural considerations as they relate to the study of abnormal behavior and adult mental disorders are examined. Prerequisite: PSYC 101.

### **356 Psychological Assessment (3)**

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: PSYC 101, 130, and 160.

### **357 Health Psychology (3)**

An examination of the psychological variables contributing to the development and/or progress of disease, and of the effects of illness on injury and behavior. Areas to be considered include the impact of various types of stress on illness, pain mechanisms, psychophysiological disorders, psychological approaches to prevention and management, and treatment compliance. Prerequisites: PSYC 101 and 130.

### **358W Advanced Research Methods/Laboratory in Health Psychology (3)**

This course is designed to provide in-depth discussion about the various methods, concepts, and techniques in the field of health psychology. Emphasis will be placed on the types of issues and methods that make health psychology unique. Requirements include written critical reviews of various journal articles, a literature review, and a research proposal. Prerequisites: PSYC 101, 130, 160, and either concurrent enrollment in, or prior completion of, an upper-division health psychology course.

### **359 Health Psychology of Women and Ethnic Groups (3)**

Recent advances in health care have discovered the necessity for specific treatment, instruction, research, and preventive measures focusing on women and ethnic health. This course is designed to investigate the specific needs of these populations in maintaining and obtaining the best medical care for their physical health. The interplay of biological, psychological, and social factors with health and illness as they specifically apply to these populations is the focus of the course. The role of traditional medical practices, particularly Native American and Asian American health practices, is also described.

### **360W Advanced Research Methods/Laboratory in Clinical Psychology (3)**

The course is designed to increase competency in designing, conducting, evaluating, and writing psychological research papers. This goal will be met through lectures, readings, and class discussion on the process of conducting research and the process of disseminating research in written and oral forms. This course satisfies an upper-division writing lab so the course will focus on all stages of the writing process, including pre-writing, drafting, revising, and editing. Writing requirements include brief papers and a series of draft reviews and revisions that will result in a major APA style research paper. Prerequisites: ENGL 121, PSYC 130, PSYC 160, and completion of or concurrent enrollment in, PSYC 354 or 355.

### **372 History and Systems of Psychology (3)**

A survey of the major ideas that have affected the development of Western psychology. The empirical, rationalistic, and materialistic roots of modern psychology will be discussed.

### **374 Theories of Motivation (3)**

Analysis of the factors that activate, direct, and modulate human and animal behavior. Biological, behavioristic, and cognitive approaches will be emphasized. Prerequisite: PSYC 101 or consent of instructor.

### **377 Theories of Personality (3)**

This course surveys the major theoretical schools of thought in the study of personality. Psychoanalytic, behavioral, cognitive, trait, phenomenological, and non-Western perspectives are examined. Prerequisite: PSYC 101.

### **493 Field Experience in Psychology (1)**

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting over the course of the semester. May be taken for a maximum of 4 units (each unit in a different agency), but

restricted to 1 unit per semester. Prerequisite: PSYC 101. Pass/fail only.

#### **494 Special Topics in Psychology (3)**

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics. Prerequisite: Junior standing; additional prerequisites vary with topic and/or instructor.

#### **496 Research Experience (1)**

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of 2 units. Pass/fail only.

#### **498 Internship in Psychology (3)**

This course involves regular supervision meetings and eight hours of field work each week. Fieldwork is under the joint supervision of agency personnel and the course instructor. Regularly scheduled conferences with the faculty supervisor are required and a log of the experience is maintained by each student. Prerequisite: PSYC 101 and consent of the instructor. Junior or senior standing preferred. Pass/fail only.

#### **499 Independent Study (1-3)**

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required.

## Sociology

Judith Liu, Ph.D., Chair  
Michelle Madsen Camacho, Ph.D.  
Anne Hendershott, Ph.D.  
A. Rafik Mohamed, Ph.D.  
Alberto López Pulido, Ph.D.  
Thomas E. Reifer, Ph.D.  
Michael Soroka, Ph.D.

### **THE SOCIOLOGY MAJOR**

The degree program in sociology provides students with the analytical tools to help them understand the links between individual experiences and the larger society. In examining social life and social change, the department focuses on questions of power, culture, and inequality in the U.S. and at the global level, combining a comparative-historical perspective with the scientific and humanistic vantage points of the social sciences. All students are exposed to classical and contemporary sociological theories and learn to apply both quantitative and qualitative approaches to sociological research.

The complexity of the field of sociology is reflected in the wide range of courses offered in the department, and in the varied interests and backgrounds of the faculty. Students may elect to pursue a generalist approach to the discipline or to specialize in one of the complementary areas of concentration. These concentrations include: Communities, Urbanization, and Culture; Power and Inequality in Comparative Historical Perspective; and Crime, Justice, and Law and Society.

We share in USD's mission to work towards peace and social justice, with a special emphasis on the Catholic intellectual and social tradition. Strong community service-learning components and field experience placements in community agencies provide an opportunity for students to

link abstract sociological concepts to concrete social issues in the search for solutions to pressing societal problems.

#### **Preparation for the Major**

SOCI 101; 100, 110, or 115; and 160 (9 units)

#### **Major Requirements**

24 upper-division units in a sociology concentration chosen in consultation with the advisor, to include:  
SOCI 322 or 323 (3 units)  
SOCI 324 (3 units)

18 additional upper-division units selected from a concentration. Students who wish to have a generalist perspective must select two courses from each of the three concentrations.

At least 15 of the above 24 upper-division units must be taken at USD.

#### **The Social Science Teaching Credential**

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in Sociology. The specific requirements for the teaching credential differ from the general requirements of the Sociology major. Students interested in pursuing a Social Science Teaching Credential should consult the *Bulletin* for the Liberal Studies major.

### **THE SOCIOLOGY MINOR**

18 units of sociology including SOCI 101 and at least 9 upper-division units.

Students are required to complete SOCI 101 – Introduction to Sociology; and SOCI 100 – Introduction to Ethnic Studies, SOCI 110 – Contemporary Social

Issues, or SOCI 115 – Introduction to Urban Communities, prior to enrolling in any upper-division Sociology course. Students are also required to have completed 45 undergraduate units before enrolling in upper-division sociology courses. These prerequisites may be waived with consent of the instructor.

## AREA CONCENTRATIONS

### Community, Urbanization, and Culture

With an emphasis on social change and social justice, this concentration examines community structures, processes, and problems, with a focus on urban environments in a globalizing world. Immigration, racial, ethnic, and national diversity, inequality, spatial segregation, community activism and leadership, schooling and public education, are all issues addressed, along with the impact of popular culture. Students will learn to develop creative strategies to address the issues facing urban centers and communities today, as global forces increasingly challenge our traditional notions of city and community. The concentration will be of particular interest to those students considering careers in city planning, human services/relations, social welfare, as well as those contemplating graduate work or professional training in urban planning, public health, urban sociology, geography, and related fields.

- SOCI 311 – Popular Culture
- SOCI 320 – U.S. Society
- SOCI 345 – Social Psychology
- SOCI 348 – Juvenile Delinquency and Urban Gangs
- SOCI 350 – Social Institutions
- SOCI 352 – Catholic Culture and U.S. Society
- SOCI 353 – Marriage and the Family
- SOCI 363 – Urban Sociology
- SOCI 370 – Sociology of Education
- SOCI 388 – Sport in Social Context
- SOCI 400 – Urban Planning
- SOCI 450 – Culture and the Metropolis
- SOCI 464 – Community, Consensus, and Commitment
- SOCI 494 – Special Topics

### Power and Inequality in Comparative Historical Perspective

In this globally interconnected age of increasing diversity and widening disparities, power, difference, and inequality are at the heart of sociological inquiry. Focusing on the interweaving of structure and agency in comparative historical and global perspective, power and inequality are analyzed from a variety of theoretical vantage points, including that of historical political economy, with an emphasis on race, ethnicity, class, gender, and sexuality. Topics addressed include the global expansion of European capitalism, worldwide responses to this, as well as democracy, law, citizenship, and the role of organizations and social movements in social change. Transnational corpora-

tions and social movements, urbanization, sustainable development, the environment, and issues of war and peace are also addressed, with a particular emphasis on the Catholic social and intellectual tradition. This concentration will be of interest to those students interested in careers in social change, in the labor movement, public policy, human services/resources, business, as well as for students interested in pursuing graduate work or careers in law, teaching, and related professional fields.

- SOCI 320 – U.S. Society
- SOCI 331 – Race and Ethnic Relations
- SOCI 350 – Social Institutions
- SOCI 351 – China in the 21st Century
- SOCI 353 – Marriage and the Family
- SOCI 357 – Inequality and Stratification
- SOCI 358 – Political Sociology
- SOCI 359 – Gender Through the Prism of Difference
- SOCI 362 – Social Change: Global Perspectives
- SOCI 369 – Sexualities
- SOCI 375 – The U.S. Mosaic
- SOCI 380 – Collective Behavior
- SOCI 385 – Aging and Society
- SOCI 494 – Special Topics

### Crime, Justice, and Law and Society

This concentration is for students who want to develop theoretical and empirical understandings of crime, the criminal justice system, and law. Through a sociological lens, courses in the concentration focus on the manifestations, causes, and consequences of criminal behavior and the mechanisms of justice, from street level to white-collar crime. Courses also examine how society shapes our understanding of crime, the way individuals and society respond to crime, and changes in the context of globalization. This concentration will be of particular interest to those students considering careers in law, government, criminal justice, law enforcement, social service, as well as those contemplating graduate work or professional training in related fields.

- SOCI 347 – Criminology
- SOCI 348 – Juvenile Delinquency and Urban Gangs
- SOCI 349 – Social Control
- SOCI 350 – Social Institutions
- SOCI 354 – Drugs and U.S. Society
- SOCI 358 – Political Sociology
- SOCI 368 – Social Deviance
- SOCI 472 – Law and Society
- SOCI 494 – Special Topics

## SOCIOLOGY COURSES (SOCI)

### 100 Introduction to Ethnic Studies (3)

An interdisciplinary introduction addressing key issues regarding identity and definition among diverse cultures. The emphasis is on African Americans, Chicanos/Latinos,

Native Americans, and Asian Americans, but includes discussion of other groups in the United States as well. A comparative, historical framework is used to examine such topics as language, family interactions, spirituality, economic and social locations, political aspirations, self definition, and values.

### **101 Introduction to Sociology (3)**

This course introduces students to basic concepts of sociology: groups, race and ethnicity, class, gender, nation, citizenship, status, role, society, behavior patterns, and social institutions. The approach is broadly comparative, historical, and global in orientation and focus, with an emphasis on the U.S. Particular attention is paid to issues of power, inequality, war, peace, social change, and social justice. (Every semester)

### **110 Contemporary Social Issues (3)**

This course is an analysis of contemporary social issues and social controversy from a sociological perspective. The course examines what constitutes a social issue, how social issues arise, the various claims-making activities that frame the debates surrounding a particular social issue, and possible ways to alleviate that issue. (Every semester)

### **115 Introduction to Urban Communities (3)**

An introduction to urban communities that explores the foundations of urban life. Students interested in cities and processes of urbanization will apply basic concepts of urban sociology to understand how individuals, groups, and social structures engage with built environments. Emphasis is placed on the demographics of cities, issues of race-ethnicity, class and gender, as well as changing conceptions of place in a global age.

### **160 Statistical Methods (3)**

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation. (Fall semester, every year)

### **311 Popular Culture (3)**

An examination of the material and other cultural artifacts of everyday life in our society. Included for analysis are popular literature, films, television, and other mass media forms; popular icons such as children's toys and adults' automobiles as reflections of underlying cultural values and beliefs; and the promotion of "the good life" through popular advertising.

### **320 U.S. Society (3)**

An introduction to U.S. society within historical and social perspectives. Transitions and transformations in U.S. culture and values are considered in a social context.

Topics explored include industrialization, capitalism, social stratification, and the interplay of freedom, democracy, individualism, and volunteerism with the U.S.'s social structure, political institutions, and cultural framework.

### **322 Classical Sociological Theories (3)**

Development of sociological theories from Auguste Comte to George Herbert Mead. Prerequisite: Upper-division standing. (Fall semester, alternate years)

### **323 Contemporary Sociological Theories (3)**

Development of sociological theories of contemporary European and U.S. sociologists. Prerequisite: Upper-division standing. (Fall semester, alternate years)

### **324 Methods of Social Research (3)**

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research design, empirical methods, and the special problems of measurement, analysis, and interpretation are stressed. Prerequisite: SOCI 160. (Spring semester, every year)

### **331 Race and Ethnic Relations (3)**

An introduction to theory and research relative to minority group relations in the United States, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.

### **345 Social Psychology (3)**

An introduction to, and analysis of, social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership, and collective behavior, are stressed.

### **347 Criminology (3)**

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

### **348 Juvenile Delinquency and Urban Gangs (3)**

This course provides an empirical description and sociohistorical analysis of the complex social problem of juvenile delinquency and urban gangs. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. It also explores the behavior of juveniles and urban gang members on the streets, in the schools, in the family, and in the community, and examines the response of the criminal justice system. The emphasis of the course is upon the process through which juvenile behavior becomes juvenile delinquency, and through which juveniles become juvenile delinquents.

**349 Social Control (3)**

An examination and analysis of the various strategies and techniques utilized to combat deviant and criminal behavior. Attention will be focused on the organization and operation of the U.S. criminal justice system.

**350 Social Institutions (3)**

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

**351 China in the 21st Century (3)**

This course analyzes the historical and social development of the People's Republic of China from 1949 to the present. Topics explored include: the problems of post-revolutionary institutionalization, the role of ideology, the tension between city and countryside, Maoism, major social movements, socialist education, the urban work force, and the status of women.

**352 Catholic Culture and U.S. Society (3)**

A sociological exploration of Catholic culture in U.S. society. The central themes of Catholic culture – including community, sacrament, salvation, social justice, and celebration – are investigated in an effort to understand the behaviors and beliefs of contemporary U.S. Catholic culture, Catholic social teachings, and contemporary social issues.

**353 Marriage and the Family (3)**

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, child rearing, and family stability. The course will examine changes in work patterns, marriage, divorce, and cohabitation over time. Race, ethnicity, and gender differences will also be addressed.

**354 Drugs and U.S. Society (3)**

This course provides a sociohistorical analysis of the cultural, economic, and political forces that have driven anti-drug movements throughout U.S. history. Toward this goal, the course examines the historical circumstances and legal heritage that have contributed to the rise and fall of drug panics and the current disease model of addiction. The implications of the medicalization of deviance are explored, as are the influences of past drug policies and the casualties of the current “war on drugs.”

**357 Inequality and Stratification (3)**

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explana-

tions and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

**358 Political Sociology (3)**

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

**359 Gender Through the Prism of Difference (3)**

This course explores how gender organizes our society. It focuses on how specific institutions affect individual agency; for example, how do the media, corporate industries, and professional organizations differently influence the social construction of femininity and masculinity? What processes of social activism and resistance do individuals engage to challenge such pressures? Analyses also focus on how conceptions of biological determinism affect behavior. Finally, the intersections of race, class, and sexual diversity among men and women are investigated as they relate to social phenomenon such as production, reproduction, identity, and social change.

**362 Social Change: Global Perspectives (3)**

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people's lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and how to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

**363 Urban Sociology (3)**

An introduction to the study of communities, including the city, rural-urban regions, urban ecology, and social change in urban areas.

**368 Social Deviance (3)**

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

### **369 Sexualities (3)**

An analysis of the phenomenon of human sexuality from a sociological perspective. An understanding of the diversity of sexuality, development of sex roles, sexual orientation, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes. Topics will include such issues as sexual identity, socialization, social change, and social movements.

### **370 Sociology of Education (3)**

An introduction to education as a social process and a social institution. Topics include: the social functions of education, the school as a formal organization and social system, social factors affecting the educational process, and an examination of change and innovation in education.

### **375 The U.S. Mosaic (3)**

The examination of selected racial/ethnic groups, social classes, sexual orientations, religions, and nationalities from a sociological perspective. This course focuses on acquiring an understanding of diversity and multiculturalism in modern U.S. society. Topics include such issues as identity, political economy, social organization, social change, and social movements.

### **380 Collective Behavior (3)**

An examination of the short-lived, and often extraordinary, noninstitutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem to periodically disturb the orderly flow of human societal life. Also examined will be the processes by which these “social aberrations” may become institutionalized, as social movements, as part of a new and emerging sociocultural order.

### **385 Aging and Society (3)**

A study of the sociological, psychological, and cultural approaches and problems related to the aging process, with an emphasis on what it means to grow old in U.S. society.

### **388 Sport in Social Context (3)**

This course examines the role of sport in U.S. society. Topics include sport and social values, socialization into sport, the political and economic aspects of sport, sport and violence, sport and education, the African American athlete, and women in sport.

### **400 Urban Planning (3)**

The purpose of this course is to introduce the student to the theories and practices of urban planning. It approaches planning as a visionary field, a technical profession, and a political and governmental function. This comprehensive approach will place emphasis on planning and development issues in the U.S., but it will also look at other societies for the purpose of comparison.

### **420 Black Eyes on America (3)**

In this course students read works of black fiction to critically examine U.S. society from the late slavery period to the present. The objectives of this course are: for students to gain a more comprehensive understanding of U.S. society; for students to consider the different histories that have been lived in the U.S. based on racial identity; and for students to appreciate the centrality of race and class in the development of American social, political, cultural, and economic institutions.

### **450 Culture and the Metropolis (3)**

The city has been both the subject and the site of most forms of contemporary popular culture, as well as the guardian of high culture and the arts. This course explores this connection between city and culture. On the one hand, it looks at how urban communities, city spaces, and formal decision making within the modern metropolis facilitate the production and dissemination of a variety of cultural forms. On the other hand, it looks at a number of popular culture forms with an eye on how the city is represented in them. While this course emphasizes sociological analysis and social processes, its approach is interdisciplinary. It incorporates observations and knowledge coming out of the visual and fine arts, history, communication studies, psychology, and anthropology, and recognizes the contributions that these disciplines have made to our understanding of urban cultures.

### **464 Community, Consensus, and Commitment (3)**

This interdisciplinary course will be useful for students who seek to understand contemporary social issues in a purposeful and strategic manner. The course utilizes theory and practice in order for students to learn the various dimensions of what constitutes community, and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues. This course also serves as the capstone experience for the Ethnic Studies major.

### **472 Law and Society (3)**

This course examines the relationship between formal law and other social institutions. It begins with an examination of legal theory and theories of law creation. It then explores the role of law in both fostering and remedying social inequality, law as a vehicle for social change, and the many other roles of law in modern U.S. society. The underlying premise is simple – law is a social construct. No matter how it is defined, law is not simply an objective system of dos and don'ts; rather, it is something that is shaped by history, social conditions, and particular groups in society.

### 493 Field Experience in Sociology (1-3)

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 hours of training and service in an assigned field setting. Students may be required to attend an orientation program prior to their placement. Regularly scheduled meetings with the faculty supervisor and a learning journal of experiences are required from each student. May be taken for one to three units per semester. Field Experience courses may not be applied toward fulfillment of requirements for the Sociology major. Prerequisite: Consent of faculty supervisor is required prior to registration. Pass/fail option only.

### 494 Special Topics in Contemporary Sociology (3)

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content. (Offered on demand)

### 498 Internship in Sociology (3)

A practicum course involving a minimum of 120 hours per semester with various community, social service, and criminal justice agencies throughout San Diego County. Students may be required to attend an orientation program prior to their placement. Fieldwork is under the supervision of agency personnel and the faculty supervisor. Regularly scheduled meetings with the faculty supervisor, a learning journal of experiences, and a research paper are required from each student. A maximum of 6 units of credit from Internship courses may be applied toward fulfillment of requirements for the Sociology major. Prerequisites: Junior or senior standing and consent of the faculty supervisor are required prior to registration.

### 499 Independent Study (1-3)

Individual study and written research working in close collaboration with a faculty advisor. Prerequisite: Consent of instructor and of the department chair.

## Theatre Arts

David Hay, Ph.D., Program Director

Evelyn Diaz Cruz, M.F.A.

Sabin Epstein, M.F.A.

James Feinberg, B.A.

Robert Barry Fleming, M.F.A.

Bonnie Johnston, M.F.A.

Corey Johnston, M.F.A.

Robin Sanford Roberts, M.F.A.

Elizabeth Shipman, M.A., C.M.A.

Cynthia Stokes, M.F.A.

### THE THEATRE ARTS PROGRAM

The Theatre Arts program offers a major and minor in Theatre Arts, as well as Core Curriculum courses. Its mission is to present and promote theatre as an essential, creative component of civilization, one that does not separate education from entertainment. By training our students in all aspects of theatre, we provide them with the experience and skills that will help them to develop a multi-cultural understanding of diverse societies, past and present, and a life-long appreciation of theatre as a cultural force. Students also have the option of developing a concentration of study that can lead to employment or graduate study in theatre.

### MAJOR REQUIREMENTS

The Theatre Arts major requires 39 units of study. Students may concentrate, in their upper-division electives, on performance or design.

#### Lower Division (10 units)

Take all of the following courses:

THEA 111 – Theatre and Society (3)

THEA 116 – Theatre Practicum I (1)

THEA 220 – Fundamentals of Theatrical Design (3)

THEA 230 – Acting I (3)

#### Upper Division (29 units)

Take all of the following courses:

THEA 305 – Technical Theatre with Lab (4)

THEA 316 – Theatre Practicum II (1)

THEA 360W – Theatre History (3)

THEA 369W – Contemporary Theatre (3)

THEA 375C – Theatre and Community (3)

Take one course (3 units) from the following:

ENGL 280 – Introduction to Shakespeare (3)\*

ENGL 324 – Renaissance Drama (3)

ENGL 334 – Restoration and Eighteenth-Century Drama (3)

ENGL 362 – Modern Drama (3)

\*Students selecting this course will be choosing a major of 13 lower-division and 26 upper-division units.

Take four courses (12 units) from the following:

THEA 302 – Acting II (3)

THEA 303 – Costume Construction (3)

THEA 320 – Scenic Design (3)

THEA 330 – Costume Design (3)

THEA 340 – Voice and Speech (3)

THEA 350 – Movement for Actors (3)  
THEA 365W – Playwriting (3)  
THEA 385 – Acting for the Musical Theatre (3)  
THEA 435 – Acting III (3)  
THEA 445 – Producing and Directing (3)  
THEA 455 – Stage Management (3)  
THEA 494 – Special Topics (3)

## MINOR REQUIREMENTS

### Lower Division (10 units)

Take all of the following courses:

THEA 111 – Theatre and Society (3)  
THEA 116 – Theatre Practicum I (1)  
THEA 220 – Fundamentals of Theatrical Design (3)  
THEA 230 – Acting I (3)

### Upper Division (11 units)

Take all of the following courses:

THEA 305 – Technical Theatre with Lab (4)  
THEA 316 – Theatre Practicum II (1)

Take one course (3 units) from the following:

THEA 360W – Theatre History (3)  
THEA 369W – Contemporary Theatre (3)

Take one from the remaining upper-division courses (3 units).

## SPECIAL PROGRAMS

Students interested in pursuing a Liberal Studies major or an Interdisciplinary Humanities major with a concentration in Theatre Arts should plan their program carefully with the advisor in their major and with the Theatre Arts program director to ensure that graduation requirements are met.

## CORE CURRICULUM CORE COURSES

Theatre Arts core courses that satisfy the Core Curriculum fine arts requirement are as follows:

THEA 111 – Theatre and Society (3)  
THEA 220 – Fundamentals of Theatrical Design (3)  
THEA 230 – Acting I (3)

## THEATRE ARTS COURSES (THEA)

### 111 Theatre and Society (3)

This course studies theatre as an art form and examines the historical role of theatre in the world and its significance as a cultural force. It involves attending plays, designing projects and/or performing. Satisfies the Core Curriculum fine arts requirement.

### 116 Theatre Practicum I (1)

A course for majors and minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to 3 units.

### 155 Theatre in Education (3)

This course is designed specifically for future elementary school teachers enrolled in the Liberal Studies major as an introduction to the use of theatre and dance in the classroom. It involves theatre and dance through form, style, history, and cultural perspectives. Students learn the structure and vocabulary of theatre and dance, as well as practical methods of application in the classroom.

### 220 Fundamentals of Theatrical Design (3)

This course focuses on understanding foundational elements of theatrical design and developing the skills to translate textual content into visual content. It involves script analysis, research, creative exploration, communicating ideas, and putting them into practice. Satisfies the Core Curriculum fine arts requirement.

### 230 Acting I (3)

This course examines the tradition of the actor as storyteller and challenges students to increase their ability to express their own experience and the experience of others. It involves improvisation, monologue, and scene work, technical methods in voice, physical action, and text analysis. Satisfies the Core Curriculum fine arts requirement.

### 302 Acting II (3)

Focusing on contemporary dramatic scripts and actor transformation, this course teaches students to work creatively within a structure and to develop an acting process that balances and integrates text analysis and creative imagination.

### 303 Costume Construction (3)

This course introduces theatrical costume construction techniques, procedures, and overall process. Students develop basic machine and hand-sewing skills, become familiar with costume-shop tools and equipment, pattern development, and all aspects of costume building. Also involves costume history, millinery, costume props, and accessories. Extra class laboratory hours for semester theatrical productions are required. Prerequisite: THEA 111, 220, or 230.

### 305 Technical Theatre with Lab (4)

This course covers the primary technical process, the behind-the-scenes work, necessary to mount a theatrical production. It involves stagecraft vocabulary, set construction, lighting and sound technology, properties, scenic painting, production organization, and theatre architecture. In the Technical Theatre Lab portion of this course, students learn how to put theory into practice in the support of the semester's theatrical productions. It involves the construction, painting and installation of sets; hanging and focusing lights; and the installation and configuration

of the sound system. Hours outside scheduled class time will be required, including some weekends.

### **316 Theatre Practicum II (1)**

A course for majors and minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to 3 units.

### **320 Scenic Design (3)**

This course is an advanced study of theatrical set design. It involves script analysis, research, sketching, model building, drafting and presentations. Students are required to attend the semester's theatrical productions, both on and off campus. Prerequisite: THEA 220.

### **330 Costume Design (3)**

This course is an advanced study of the process of costuming a theatrical production. It involves how the social impact of clothes translates to theatrical costuming, visual and textual research, play analysis, costume history, rendering, design elements, production procedures, and collaboration with other artists. Prerequisite: THEA 220.

### **340 Voice and Speech (3)**

This course will integrate various vocal training approaches and methods in order to encourage vocal growth in the areas of breath support, clarity of speech, diction, and range. It is specifically designed for actors, but can benefit anyone interested in public speaking or in communicating with more clarity and confidence. It involves cultivating vocal potential and performing monologues, scenes, and poetry. Prerequisite: THEA 111 or 230.

### **350 Movement for Actors (3)**

This course focuses on physical communication through exploring personal habit; body language; character development, transformation, and style through physical action – all based on research and text analysis. Prerequisite: THEA 111 or 230.

### **360W Theatre History (3)**

Centering on the contributions of theatre in mirroring cultures, this course examines the roots and development of world theatre, from ancient Greece to modern realism. It involves, along with the reading of plays, the historical approaches to, and styles in, creating theatre. Prerequisite: THEA 111.

### **365W Playwriting (3)**

This course will focus on reading plays, writing scenes, and creating a work in playwriting format through writing and acting exercises that elicit scenes. A final project is the writing of an original one-act play. Prerequisite: THEA 111, 230, or ENGL 121.

### **369W Contemporary Theatre (3)**

This course examines diverse contemporary plays, including alternative and avant-garde forms of theatre. It involves textual analysis, production history, and current criticism. Prerequisite: THEA 111 or permission of instructor.

### **375C Theatre and Community (3)**

This course focuses on the use of theatre and performance as a means of exploring social and political issues. Students will examine the skills needed to create theatre for and about specific communities and their concerns. It involves all levels of creation, including researching, interviewing, writing, and performing. When available and appropriate, students will be guided in establishing partnership building with community-based organizations. Cross-listed with Community Service-Learning. Prerequisite: THEA 111, 230, or permission of instructor.

### **385 Acting for the Musical Theatre (3)**

This course cultivates the skills of analyzing, interpreting, and performing the two primary texts of the musical theatre song: lyrics and music. By learning the performer's mind/body connection through researching musical theatre repertoire, students ultimately are prepared for an effective musical theatre singing audition. Prerequisite: THEA 230.

### **435 Acting III (3)**

This course will focus on performing classical texts. Students will address the challenges of heightened language, rhetoric, argumentation, style, scansion, poetry, and period movement. Prerequisites: THEA 230, 302.

### **445 Producing and Directing (3)**

This course examines the process of producing and directing for the theatre. It involves choosing a play, securing performance rights, paying royalties, negotiating contracts, casting, scheduling, design collaboration, script analysis, actor coaching, blocking, publicity, marketing, and house management. Prerequisites: THEA 230, 305.

### **455 Stage Management (3)**

This course, by examining the role of the stage manager in the theatrical process, prepares students for practical experience and employment in educational or professional theatre, as well as for developing stage management skills in other arts-related or non-related fields. It involves field experience/observation of productions on and off campus. Prerequisites: THEA 116, 230, 305, and 305L.

### **494 Special Topics in Theatre (3)**

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester. Prerequisite: Permission of instructor.

# Theology and Religious Studies

Lance E. Nelson, Ph.D., Chair  
María Pilar Aquino, S.T.D.  
Joseph A. Colombo, Ph.D.  
Bahar Davary, Ph.D.  
Helen deLaurentis, Ph.D.  
Kathleen M. Dugan, Ph.D.  
Orlando O. Espín, Th.D.  
Russell Fuller, Ph.D.  
Florence Morgan Gillman, Ph.D., S.T.D.  
Evelyn Kirkley, Ph.D.  
Dennis W. Krouse, S.T.D.  
Mary E. Lyons, Ph.D.  
Elaine C. MacMillan, Ph.D.  
Gary A. Macy, Ph.D.  
Rev. Ronald A. Pachence, Ph.D.  
Maria Pascuzzi, S.T.D., S.S.L.  
Patricia A. Plovovich, Ph.D.  
Karma Lekshe Tsomo, Ph.D.

Theology and the study of religion reflect upon the existence and nature of God, the human experience of God, and God's revelation in the world. The Roman Catholic tradition is pre-eminent within a curriculum that is both ecumenical and cross-cultural. Since all upper-division courses presuppose a religious studies foundation, students are expected to have completed at least one lower-division course before enrolling in upper-division courses. Students are advised to attend to the various prerequisites specified for upper-division courses.

## THE THEOLOGY AND RELIGIOUS STUDIES MAJOR

### Major Requirements

36 units

#### Lower Division

THRS 116 and one other course

#### Upper Division

One course from THRS 312-321; 341 or 342, 360, 364

One course from 381-388, 495W, 496W

12 upper-division elective units

Majors may concentrate in specific areas of study through careful distribution of their elective units, including biblical studies, theological ethics, systematic theology, world religions, church history, etc. It is important to select an advisor specialized in one's area of interest.

## THE THEOLOGY AND RELIGIOUS STUDIES MINOR

### Minor Requirements

18 units

#### Lower Division

THRS 116, and one other course

#### Upper Division

THRS 360 or 364, and 9 other elective units

## THEOLOGY AND RELIGIOUS STUDIES COURSES (THRS)

### 110 The Nature of Religion (3)

An introduction to the study of religion, investigating universal constants in religious experience, such as myths, symbols, ethical values, and concern with the meaning of life and death.

### 112 Introduction to World Religions (3)

A survey of the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape culture across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures.

### 114 Introduction to Catholic Theology (3)

This course is an introductory survey designed to prepare students for upper-division courses in Christian theology. Topics may include the scriptures, history of the Church and/or theology, the nature of theological discourse, introduction to theological terms and definitions, and examination of select topics or issues in theology. Emphasis will be placed on the constitutive dimensions and characteristics of the Roman Catholic tradition.

### 116 Introduction to Biblical Studies (3)

A study of the Bible: its formation, historical character, primary themes, and interpretation.

### 119 Christianity and Its Practice (3)

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life.

### 312 Hindu Faith and Practice (3)

A historical and systematic study of Indian religion from the Vedic revelation to modern theologians, with special emphasis on points of contact between Hindu and Christian thought. Prerequisite: THRS 110, 112, or consent of instructor.

**313 Jewish Faith and Practice (3)**

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Prerequisite: THRS 110, 112, 116, or consent of instructor.

**314 Buddhist Faith and Practice (3)**

A systematic study of the life and teachings of Gautama, and an investigation of Buddhism in India, Southeast Asia, China, and Japan. Special attention is paid to the contemporary response of Christianity to Buddhism. Prerequisite: THRS 110, 112, or consent of instructor.

**315 Islamic Faith and Practice (3)**

A study of the life of the prophet Muhammad, the fundamentals of the message of the Qur'an, its relationship to Judaism and Christianity, and questions which Islam poses in modern history. Prerequisite: THRS 110, 112, or consent of instructor.

**320 Native American Religious Traditions (3)**

A historical and systematic investigation into the spiritual contribution of Native Americans, their ethos, and their meaning for Christianity and the future of humanity. Prerequisite: THRS 110, 112, or consent of instructor.

**321 Afro-Latin Religions (3)**

This course studies the three main religions of African origins in Latin America and the United States. Lukumí/Candomblé, Vodoun, and Umbanda are approached and interpreted from diverse perspectives: historical, cultural, theological, etc. Their formation and development are contextualized in the Latin American experience of slavery. Their contemporary significance is discussed. Prerequisite: THRS 110, 112, 358, or consent of instructor.

**330 Foundations of Christian Ethics (3)**

An investigation of the norms of behavior, values, and ideals of the Christian life. Prerequisite: THRS 114, 116, or 119.

**334 Christian Social Ethics (3)**

A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition. Prerequisite: THRS 114, 116, or 119.

**335 Catholic Social Thought (3)**

A study of the origins and development of modern Catholic Social Thought focusing on the major official documents which address contemporary issues of social justice, including the sociopolitical dimension of Christian faith and spirituality. Prerequisite: THRS 114, 116, or 119.

**341 Christian Worship (3)**

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, and of theological and cultural principles of celebration. Prerequisite: THRS 114, 116, or consent of instructor.

**342 Christian Sacramental Practice (3)**

A study of the practice, history, and theology of Christian initiation, eucharist, penance, anointing of the sick, holy orders, and matrimony. Prerequisite: THRS 114, 116, or consent of instructor.

**343 Christian Marriage (3)**

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament. Prerequisite: THRS 114, 116, 119, or consent of instructor.

**353 Early Christianity (3)**

A study of the theology and religious practices of the first five centuries of Christianity. Prerequisite: THRS 114, 116, 119, or consent of instructor.

**354 The Medieval Church (3)**

A study of the theology and religious practices of Western Christianity from the sixth through the 15th centuries. Prerequisite: THRS 114, 116, 119, or consent of instructor.

**355 The Reformation Era (3)**

A study of the theologies and religious traditions leading to, and expressed in, diverse ecclesial communities in Christianity during the 16th and 17th centuries. Prerequisite: THRS 114, 116, 119, or consent of instructor.

**356 Catholicism in the United States (3)**

The history of the Catholic Church in the United States of America and theological reflection upon its unique development and characteristics. Prerequisite: THRS 114, 116, 119, or consent of instructor.

**357 Protestantism in the United States (3)**

The history, theology, and cultural developments of Protestants in the United States, including the following denominational families: Episcopalians, Baptists, Methodists, Presbyterians, Holiness/Pentecostals, Congregationalists, Lutherans, and the Disciples of Christ. Prerequisite: THRS 112, 116, 119, or consent of instructor.

**358 U.S. Latino/a Catholicism (3)**

A culturally contextualized study of the beliefs and practices of Latino/a Catholics in the U.S., with particular emphasis on popular Catholicism. Prerequisite: THRS 114, 116, 119, or consent of instructor.

### **360 Jesus in Christian Tradition (3)**

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition. Prerequisite: THRS 114, 116, 119, or consent of instructor.

### **361 Christian Understanding of the Human Person (3)**

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and to creation. Prerequisite: THRS 114, 116, 119, or consent of instructor.

### **362 Christian Understandings of Salvation (3)**

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives. Prerequisite: THRS 114, 116, or consent of instructor.

### **363 Belief and Unbelief (3)**

An investigation in the context of modern atheism and secular humanism into the validity of the claim of religion to speak truthfully of God and to describe the adequate response of human beings to the divine being.

### **364 Theology of the Church (3)**

An investigation of the origin, nature, and function of the Church, primarily from the Catholic perspective. Recommended: THRS 114, 116, 119, or consent of instructor.

### **366 The Problem of God (3)**

The questions "What is God?" "Does God exist?" and "What does it mean to believe in God?" are investigated against the background of classical theism and modern thought.

### **368 U.S. Latino/a and Latin American Theologies (3)**

An analysis of the contexts, major themes, authors, and texts of U.S. Latino/a and/or Latin American theologies. Liberation and cultural theologies will be emphasized. Prerequisite: THRS 114, 116, 119, 358, or consent of instructor.

### **369 Liberation Theology (3)**

A study of the origin, characteristics, method, central themes, and current expressions of liberation theology. Special emphasis on the understanding of revelation, God, Jesus Christ, the Church, the human being, Christian ethics, social justice, and Christian spirituality. Prerequisite: THRS 114, 116, or 119.

### **370 Gender and Religion in the United States (3)**

An examination of religion's role in shaping womanhood and manhood, and the roles men and women have played in shaping religious communities in the U.S. Prerequisite: THRS 112, 119, or consent of instructor.

### **371 Cults and Sects in the United States (3)**

An examination of new religious movements commonly called cults and sects in the U.S. Prerequisite: THRS 112, 119, or consent of instructor.

### **381 The Pentateuch: Jewish and Christian Roots (3)**

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition, and their theological contributions to Judaism and Christianity. Prerequisite: THRS 116 or consent of instructor.

### **382 The Prophetic Tradition of Israel (3)**

A study of Old Testament prophets in their historical, social, and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world. Prerequisite: THRS 116 or consent of instructor.

### **383 Matthew and Mark (3)**

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels. Prerequisite: THRS 116 or consent of instructor.

### **384 The Writings of Luke (3)**

A study of the Gospel of Luke and Acts of the Apostles. This course studies Luke's interpretation of the sayings and deeds of Jesus as handed down by the early Christian community and his theological history of the early church. Prerequisite: THRS 116 or consent of instructor.

### **385 Pauline Theology (3)**

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life. Prerequisite: THRS 116 or consent of instructor.

### **386 Johannine Theology (3)**

A study of the Johannine writings, particularly the Gospel. Some of the major themes examined are Christology, Trinitarian doctrine, and eschatology. Prerequisite: THRS 116 or consent of instructor.

### **388 The World of the Bible (3)**

A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

**390 The Holocaust: Death of God or Death of Humanity? (3)**

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

**494 Topics in Theology and Religious Studies (3)**

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor.

Prerequisite: Consent of instructor.

**495W-496W Senior Research Seminar (3)**

This is a two-semester, capstone course to assist majors in producing an original research project. Students will register for 1 unit in the fall semester and 2 units in the spring. During the fall, students will meet once a week in order to learn research methods, including the establishment of an adequate bibliography for a major paper and the delineation of a topic, and to acquire facility in the use of a manual of style. The approved topic will result in a substantial research paper to be completed and presented in the spring. The spring sessions will also include student assessment of the major. Not available for Core Curriculum credit. Required for majors of at least junior status; other students must have consent of the department chair.

**499 Directed Individual Study (1-3)**

Prerequisite: Consent of instructor and approval of the department chair and the dean.

# School of Business Administration

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## Administration and Faculty

### Administration

Mohsen Anvari, Ph.D.

Dean

Andrew T. Allen, Ph.D.

Associate Dean

Carmen M. Barcena, Ed.D.

Assistant Dean, Internal and Student  
Affairs

David A. Bergheim, M.B.A.

Director of Relationship Management

Elizabeth G. Mueller, M.B.A.

Director of Development

### Undergraduate Programs Center

Jane C. G. Usatin, Ph.D.

Director of Undergraduate Programs

Juliana F. Ellenburg, B.B.A.

Undergraduate Academic Advisor

### Graduate Programs

*Master of Business Administration*

*Master of International Business Administration*

Denise Dimon, Ph.D.

Director, Graduate Programs

*Master of Science in Accountancy and Financial  
Management*

Loren L. Margheim, Ph.D., CPA

Faculty Academic Co-Director

Diane D. Pattison, Ph.D.

Faculty Academic Co-Director

*Master of Science in Executive Leadership*

Gary G. Whitney, Ph.D.

Faculty Academic Director

Kurt Gering, M.Ed.

Administrative Director

*Master of Science in Global Leadership*

Craig B. Barkacs, M.B.A., J.D.

Faculty Academic Director

Robert P. Schoultz, M.A.

Administrative Director

*Master of Science in Information Technology*

Carl M. Rebman Jr., Ph.D.

Faculty Academic Director

*Master of Science in Real Estate*

Lisa Chambers, M.B.A.

Director of Administration and Academic  
Affairs

*Master of Science in Supply Chain Management*

Simon R. Croom, Ph.D.

Executive Director

Kerry Kilber

Administrative Director

### Centers, Institutes, and Programs

<http://www.sandiego.edu/business>

*Accountancy Institute*

Loren L. Margheim, Ph.D., CPA

Co-Director

Diane D. Pattison, Ph.D.

Co-Director

*Ahlers Center for International Business*

Denise Dimon, Ph.D.

Director

Kira Mendez, M.A.

Director, Business Study Abroad Program

*Burnham-Moores Center for Real Estate*

Mark J. Riedy, Ph.D.

Director

Lisa Chambers, M.B.A.

Associate Director, Administration

John C. Ferber, B.A.

Commercial Real Estate Professional

Louis A. Galuppo, J.D.

Residential Real Estate Professional

*Internship Program*

Marc Lampe, M.B.A., J.D.

Co-Director

Miriam Rothman, Ph.D.

Co-Director

*Supply Chain Management Institute*

Simon Croom, Ph.D.

Executive Director

Kerry Kilber

Administrative Director



## **Faculty**

Andrew T. Allen, Ph.D.  
Jean-Pierre Amor, Ph.D.  
Joan B. Anderson, Ph.D.  
Mohsen Anvari, Ph.D.  
Craig B. Barkacs, M.B.A., J.D.  
Linda Barkacs, J.D.  
Colleen C. Bee, Ph.D.  
Dennis R. Briscoe, Ph.D.  
Stephen Conroy, Ph.D.  
Curtis W. Cook, D.B.A.  
N. Ellen Cook, Ph.D.  
Simon Croom, Ph.D.  
Thomas M Dalton, Ph.D., CPA  
Shreesh D. Deshpande, Ph.D.  
Denise Dimon, Ph.D.  
Kokila P. Doshi, Ph.D.  
Seth R. Ellis, Ph.D.  
James W. Evans, Ph.D.  
Joey Gabaldon, M.B.A.  
Cynthia Gardner, M.A.  
Alan Gin, Ph.D.  
John D. Hanson, Ph.D.  
Donald L. Helmich, Ph.D.  
Charles F. Holt, Ph.D.  
Judith A. Hora, Ph.D.  
Johanna Steggert Hunsaker, Ph.D.  
Phillip L. Hunsaker, D.B.A.  
Robert R. Johnson, Ph.D.  
Mark Thomas Judd, M.I.B., CPA  
Timothy P. Kelley, Ph.D., CPA  
Maria Kniazeva, Ph.D.  
Scott W. Kunkel, Ph.D.  
Marc Lampe, M.B.A., J.D.  
C. David Light, Ph.D.  
Alyson Ma, Ph.D.  
Loren L. Margheim, Ph.D., CPA  
Janice T. Morris, M.B.A., CPA  
Thomas O. Morris, Ph.D.  
Robin Louise Murphy, M.B.A.  
Andrew J. Narwold, Ph.D.  
Diane D. Pattison, Ph.D.  
Cynthia Pavett, Ph.D.  
James T. Perry, Ph.D.  
Robert Phillips, Ph.D.  
Mario J. Picconi, Ph.D.  
Frank Pons, Ph.D.  
Manzur Rahman, Ph.D.

Eugene J. Rathswohl, Ph.D.  
Carl M. Rebman Jr., Ph.D.  
Mark J. Riedy, Ph.D.  
Daniel A. Rivetti, D.B.A.  
Miriam Rothman, Ph.D.  
Jonathan Sandy, Ph.D.  
Gary P. Schneider, Ph.D., CPA  
James K. Smith, LL.M., Ph.D., J.D., CPA  
Tyagarajan N. Somasundaram, Ph.D.  
William R. Soukup, Ph.D.  
Stephen Standifird, Ph.D.  
Steven Sumner, Ph.D.  
Charles J. Teplitz, D.B.A.  
Charles Tu, Ph.D.  
Vicente Vargas, Ph.D.  
Gary G. Whitney, Ph.D.  
Barbara E. Withers, Ph.D.  
David Wyman, M.B.A.  
Dirk S. Yandell, Ph.D.  
Dennis P. Zocco, Ph.D.

## **Engineering Programs**

Kathleen A. Kramer, Ph.D., Director

### *Electrical Engineering Program*

Ernest M. Kim, Ph.D., P.E.  
Kathleen A. Kramer, Ph.D.  
Susan M. Lord, Ph.D.  
Mikaya L. D. Lumori, Ph.D.  
Michael S. Morse, Ph.D., J.D.  
Thomas F. Schubert Jr., Ph.D., P.E.

### *Industrial and Systems Engineering Program*

Bradley Chase, Ph.D.  
Rick T. Olson, Ph.D.  
Leonard A. Perry, Ph.D.

### *Mechanical Engineering Program*

Ming Z. Huang, Ph.D.  
Frank G. Jacobitz, Ph.D.  
James G. Kohl, Ph.D.  
David M. Malicky, Ph.D.

## **Paralegal Studies Certificate Program**

Susan M. Sullivan, M.A., Director

# The School of Business Administration

## SCHOOL OF BUSINESS ADMINISTRATION

*The School of Business Administration is committed to developing socially responsible leaders and improving global business practice through innovative personalized education and applied research.*

The major goal of professional undergraduate business education in the School of Business Administration is to prepare students with an educational foundation for effective and responsible administrative and managerial leadership in both private and public organizations or related professional activities. This goal implies educating persons to be responsible adults in all aspects of their lives in an era of dynamic change. It implies that we aim to educate persons as highly competent professionals who strive for the achievement of the highest values and goals.

The basic orientation of the School is professional, and this dictates a three-part curriculum. The first and most important part is the Core Curriculum, USD's general education program. An effective leader and professional in this era of change and challenge must be a liberally educated person. It is necessary that our students learn the indispensable competencies of written literacy, mathematical competency, and critical reasoning. Furthermore, it is our objective to help students develop their own internalized value systems and appreciate the diversity of human experience. We believe that a liberal education is a necessary part of a professional education, and we have structured a curriculum that recognizes this as preparation for life.

The second part of the curriculum is the common-body-of-knowledge, those business courses required of all School of Business Administration graduates. This business core provides the foundation for a career as a manager or as a business-related professional. It provides the student with an understanding of the interaction between the firm and its environment, and an overall view of policy-making in an organization. This business core, combined with the quantitative and philosophy courses, is designed to help our students become professionals with highly analytical minds.

The third section of the curriculum provides the student an opportunity to specialize and prepare for an entry-level position in the first years of a career. These areas include majors in Accounting, Business Administration, Business Economics, and Economics. The goal of this portion of the curriculum is to provide the student with the understanding necessary for the development of personal potential early in one's career.

Our goal is to graduate self-motivated persons who will be able to absorb and use an ever growing body of knowledge and changing technology, and to serve humankind in an ethical manner. The School, therefore, stresses values and the process of learning.

## ADVISORY BOARDS AND COMMITTEES

A number of advisory boards and committees have been established to assist various programs within the School of Business Administration in the following areas:

1. Developing and promoting relations between the USD School of Business Administration and the business, not-for-profit, and government communities.
2. Providing counsel and advice on existing and contemplated programs of the School of Business Administration.
3. Serving as liaisons between the USD School of Business Administration and the San Diego community, the state, and national sectors.
4. Advising the dean and the faculty on matters dealing with business programs, curricula, and activities.
5. Assisting in seeking sources of support for School of Business Administration programs and facilities.
6. Improving and facilitating recruiting and placement of graduates and alumni.
7. Advising the USD School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

### Accountancy Programs Executive Board

Mr. Frank Ault, SDGE/Sempra  
Mr. Bruce Blakley, PricewaterhouseCoopers, LLP  
Mr. Robert Bruning, Ernst & Young, LLP  
Mr. Steve Cowell, Business & Financial Consultant  
Mr. Joseph Dowds, Deloitte & Touche, LLP  
Mr. John Driscoll, General Atomics  
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Ms. Nancy McCleary, Consultant  
Ms. Cheryl Moore, The Burnham Institute  
Mr. Russ Slaughter, KPMG  
Mr. Bill Withers, Withers, Mann & LaManna, LLP  
Mr. William Wright, SAIC

### Commercial Real Estate Committee

Chair: Mr. Christopher J. Pascale, CB Richard Ellis  
Mr. Charles Abdi, Koll – Finest City Realty Advisors  
Mr. Al Malouf Assad, Hanken Cono Assad & Co., Inc.  
Mr. Thomas G. Blake, Coast Income Properties, Inc.  
Ms. Elizabeth B. Bluhm, Red Capital Group  
Ms. Deborah Bossmeyer, Stewart Title of California  
Mr. Richard Caterina, Johnson Capital Group, Inc.  
Mr. David F. Davis, D.F. Davis Real Estate, Inc.  
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Randall B. Klotz, Esq., Klotz & Associates, APC  
Mr. John I. Kocmur, Janez Properties, Inc.  
Mr. Eric Kremer, Pillsbury Winthrop LLP

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Mr. Nathan Moeder, The London Group Realty Advisors,  
Inc.  
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Mr. George A. Pflaum, Dwyer-Curlett, Inc.  
Mr. Daniel J. Phelan, Pacific Southwest Realty Services  
Mr. R. Andrew Pollin, Pacifica Companies  
Ms. Shauna Pribyl, Pacifica Companies  
Ms. Randi S. Rosen, KPMG, LLP  
Ms. Susan Rykowski, Old Republic Title Company  
Dana Schiffman, Esq., Allen Matkins Leck Gamble &  
Mallory  
Mr. Roger Simsiman, Kilroy Realty Corporation  
Mr. Jeffrey R. Stoke, Esq., Procopio, Cory, Hargreaves &  
Savitch  
Mr. William Tuchscher, Tuchscher Development  
Enterprises, Inc.  
Ms. Joyce Welch, Deloitte & Touche  
Mr. John Wickenhiser, Wells Fargo Bank  
Mr. Kent Williams, Marcus & Millichap

**Policy Advisory Board, Ernest W. Hahn Chair of  
Real Estate Finance**

Chairman: Mr. John M. Robbins Jr., American Mortgage  
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America  
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Associates  
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Mr. Sherman D. Harmer, Jr., Urban Development Group  
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Mr. Sergio Jinich, Paragon Company, LLC  
Mr. Keith A. Johnson, Fieldstone Communities, Inc.  
Mr. Stath J. Karras, Burnham Real Estate Services  
Mr. John C. Kratzer, JMI Realty, Inc.  
Mr. Donald E. Lange, Pacific Financial Services  
Dr. David Lereah, National Association of Realtors  
Mr. John T. Lynch, Broadcast Company of the Americas  
Dr. Louis H. Masotti, Louis H. Masotti, Ltd.  
Mr. Robert M. McGill, Neighborhood National Bank, N.A.  
Mr. Scott M. McMillin, The Corky McMillin Companies  
Mr. Robert Moles, Intero Real Estate Services  
Mr. Daniel F. Mulvihill, Pacific Southwest Realty Services  
Mr. J. Terence O'Malley, DLA Piper Rudnick Gray Cary  
Mr. Steven G. Osgood, U-Store-It

Mr. Jeffrey Reed, Wells Fargo Bank  
Mr. Matthew J. Reno, Reno Contracting Inc.  
Mr. Joseph R. Reppert, First American  
Mr. Mike Richardson, Sherpa Alliance  
Mr. Brian Seltzer, Seltzer Caplan McMahon Vitek  
Mr. Mark W. Steele, M. W. Steele Group, Inc.  
Mr. Stuart A. Tanz, Pan Pacific Retail Properties  
Mr. Herbert B. Tasker, AIG Centre Capital Group, Inc.  
Mr. Alex Zikakis, Capstone Advisors

*Emeritus Members:*

Mr. Malin Burnham, Burnham Real Estate  
Dr. Author E. Hughes, USD President Emeritus  
Mr. William D. Jones, CityLink Investment Corp.

**Residential Real Estate Committee**

Chair: Mr. William Ostrem, The Eastlake Company, LLC  
Vice Chair: Mr. Joseph Anfusio, Shea Homes San Diego  
Mr. Steve Atwood, National City Mortgage Co.  
Mr. Anthony Botte, Hearthstone Advisors  
Mr. David Cabot, Prudential California Realty  
Mr. Lionel Deschamps, KPMG LLP  
Mr. Michael Dullea, Stewart Title Guaranty Company  
Mr. Pat Edinger, Edinger Design Associates  
Mr. Mike Fake, Proffer Financial  
Ms. Ginni Field, Prudential California Realty  
Mr. Joseph Galascione, ERA Metro Realty  
Mr. Robert Griswold, Griswold Real Estate Management,  
Inc.  
Mr. Greg Hastings, Continental Homes  
Mr. Stephen Hinckley, KeyBank Real Estate Capital  
Mr. Horace Hogan II, The Brehm Companies  
Mr. Michael Levesque, Greystone Homes  
Mr. Louis Lightfoot, Lightfoot Planning Group  
Mr. John M. Lomac, San Diego Association of Realtors  
Ms. Dianne McMillan, North San Diego County  
Association of Realtors  
Ms. Jill Morrow, Coldwell Banker San Diego  
Mr. Mark A. Mozilo, LoanWorks  
Mr. Andrew Murphy, Fieldstone Communities, Inc.  
Mr. Michael Nagy, San Diego Regional Chamber of  
Commerce  
Mr. Alan Nevin, MarketPointe Realty Advisors  
Mr. Robert Pennegar, San Diego County Apartment  
Association  
Ms. Lisa Rustin, Capstone Advisors  
Mr. Tom Scott, San Diego Housing Federation  
Mr. Greg Shields, Project Design Consultants  
Mr. Rick Snyder, R. A. Snyder Properties, Inc.  
Mr. Louis Tapia, Center Capital Funding Group  
Mr. Robert D. Taylor, Wells Fargo Bank  
Mr. Paul A. Tryon, BIA – San Diego County  
Ms. Jane C. Wheeler, Roni Hicks & Associates  
Mr. Brad Wiblin, Bridge Housing Corporation

### **Supply Chain Management Institute Advisors**

Chairman: Dr. David N. Burt, University of San Diego  
Mr. Scott Beth, Intuit, Inc.  
Mr. John Cotter, Aetna  
Dr. Simon Croom, University of San Diego  
Mr. Hector Granda, IBM Corporation  
Mr. Charles Lamb, The Boeing Company  
Dr. David M. Lehmann  
Mr. Mark Mealy, US XPRESS, Inc.  
Mr. Angel Mendez, Cisco Systems, Inc.  
Mr. Robert Mionis, Honeywell International  
Ms. Patricia E. Moody, Author and Consultant  
Mr. Gary Myers, Southern California Edison  
Mr. R. David Nelson, Delphi Corporation  
Mr. Stephen J. Ogg, Raytheon Space and Airborne Systems  
Mr. Tom Olesen, PNM Resources

## **CENTERS AND INSTITUTES**

### **John Ahlers Center for International Business**

The John M. Ahlers Center for International Business was founded in 1994 with a generous endowment from the estate of John and Carolyn Ahlers to enhance international business education at the University of San Diego. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for managers to be developed with special skills and knowledge to handle the challenges and opportunities of an international marketplace. The Ahlers Center provides a number of programs to strengthen and acquire this needed expertise among the faculty, students, and the business community. This has resulted in faculty with international expertise offering a variety of international courses and perspectives, students interested and experienced in international business, and a strong network with international business leaders. These activities link faculty, students, and international business leaders to share ideas and develop knowledge to operate more effectively in a global business environment.

One activity of the Ahlers Center is the sponsorship and coordination of study abroad programs during Intersession and Summer Sessions. These programs allow business students the opportunity, over a relatively short time period, to have a study abroad business-oriented experience. In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. The Ahlers Center also invites distinguished international business faculty for special guest lectures or to offer courses as visiting faculty at USD.

All of these activities, and others, have created a Center of Excellence in International Business at the University of San Diego that permeates throughout the curriculum and into a variety of programs.

### **Burnham-Moores Center for Real Estate**

The mission of the Burnham-Moores Center for Real Estate is to deliver outstanding education, industry outreach, and research services to advance socially responsible leadership in real estate. Our goals are a commitment to excellence and a dedication to developing a world-class reputation for high-quality real estate education; student career placement in a wide range of real estate related careers; pertinent applied research; and annual professional conferences that meet the needs of the commercial and residential professionals.

The Burnham-Moores Center for Real Estate consists of 10 faculty and staff, and 12 affiliated faculty members. The Ernest W. Hahn Chair Policy Advisory Board, comprised of 25 senior business and real estate executives, provides overall policy guidance and financial support to the Real Estate program. The Commercial Real Estate Committee and the Residential Real Estate Committee consist of another 25 members each, totaling 75 industry leaders who serve as advisors to the program. These leaders offer their advice on curriculum development and conference topics, as well as job placement strategies, internships, and employment opportunities.

The University of San Diego has become one of 16 universities in the United States to offer a Master of Science degree dedicated to real estate. This program is a multi-disciplinary approach to real estate. It offers graduate students the opportunity to explore the many facets of the profession through an interactive approach using industry-based projects. The one-year master's degree is outstanding real estate education substantiated with individual student attention and career placement assistance.

### **Accountancy Institute**

The Accountancy Institute was created to serve the educational and professional needs of the San Diego accounting community. The Institute offers a variety of personalized educational opportunities including the Tax Boot Camp, a Certificate in Financial Planning, and other continuing professional education programs.

These, as well as other networking and personal growth opportunities, are available to our current students, our alumni, and other San Diego professionals from the accounting community. The University of San Diego Accountancy Institute's commitment to personalized leadership and ethics continues through our variety of professional opportunities offered by our faculty.

### **Supply Chain Management Institute**

The Supply Chain Management Institute (SCMI) is committed to the development of leading edge strategies and techniques in integrated supply, operations, and logistics management. SCMI focuses its efforts on three areas: applied research, collaborative relationships, and world-

class education. The Institute disseminates its insight and practices through annual Forums. In striving to be the preferred source for individuals and companies seeking executive-level supply chain management education, SCMI provides an online Graduate Certificate in Supply Chain Management and an online Master of Science in Supply Chain Management. The Institute also supports the resident Master of Business Administration by providing an emphasis in Supply Chain Management.

SCMI provides students with opportunities to learn from leading practitioners in supply chain management through seminars on and off campus and access to forums of managers from across the world. The Institute also assists students and alumni with career placement through its annual Job Fair and year-round access to leading corporations with opportunities for both internships and long-term placement. The student division of the Institute, the Supply Chain Management Association (SCMA), also organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations.

Supply Chain Management is a focal point for management investment and improvement. The faculty, staff, and students of SCMI are ready for the challenges that lie ahead.

# Bachelor of Arts in Economics

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The program prepares students for careers in most areas of business, including finance, marketing, real estate, supply management, and others. Other career opportunities exist in government and non-profit organizations. The program also prepares students for graduate work, either in economics or in professional studies in areas such as business administration, public administration, or law. Students majoring in Economics should consult with a faculty advisor to determine an academic program that best suits their interests.

## LOWER-DIVISION PREPARATION FOR THE MAJOR (19-20 units)

Lower-division requirements for the major are:

1. Third semester competency in a second language;
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C– (Transfer courses must be C or better):  
 ACCT 201 – Principles of Financial Accounting  
 ECON 101 – Principles of Microeconomics  
 ECON 102 – Principles of Macroeconomics  
 ECON 216 – Quantitative Business Analysis  
 ITMG 100 – Information Systems  
 MATH 130 or 150 – Survey of Calculus or Calculus I

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and 250 are recommended as well.

## THE MAJOR (30 units)

Upon completion of 60 units and with the approval of the School of Business Administration Undergraduate Programs Center, the student becomes eligible for upper-division School of Business Administration courses. Each student majoring in Economics must complete the following:  
 ECON 201 – Intermediate Microeconomics  
 ECON 202 – Intermediate Macroeconomics  
 ECON 370 – Applied Econometrics  
 ECON 490 – Senior Seminar  
 ECON upper-division electives (18 units)

The School of Business Administration has a residency requirement for its majors; i.e., a certain number of upper-division units in the Economics major must be at USD. The Economics major requires 18 upper-division units at USD.

## MINOR IN ECONOMICS

A minor in Economics requires the completion of the following courses for a total of 18 units:

- ECON 101 – Principles of Microeconomics
- ECON 102 – Principles of Macroeconomics
- ECON 201 – Intermediate Microeconomics or Economics elective
- ECON 202 – Intermediate Macroeconomics or Economics elective
- ECON upper-division electives (6 units)

Courses taken in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and Core Curriculum requirements.

## RECOMMENDED PROGRAM OF STUDY BACHELOR OF ARTS IN ECONOMICS

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) ECON 101 (3) MATH 115 (3) CC or Electives (6-7)	<b>SEMESTER I</b> ECON 202 (3) ECON 216 (4) CC or Electives (9)	<b>SEMESTER I</b> ECON electives (6) CC or Electives (9-10)	<b>SEMESTER I</b> ECON 370 (3) ECON elective (3) CC or Electives (9-10)
<b>SEMESTER II</b> ECON 102 (3) ITMG 100 (3) MATH 130 (3) or MATH 150 (4) CC or Electives (6-7)	<b>SEMESTER II</b> ACCT 201 (3) ECON 201 (3) CC or Electives (9)	<b>SEMESTER II</b> ECON electives (6) CC or Electives (9-10)	<b>SEMESTER II</b> ECON 490 (3) ECON elective (3) CC or Electives (9-10)

# Bachelor of Accountancy

The School of Business Administration offers a program leading to the degree of Bachelor of Accountancy. The program prepares students for careers in public accounting, accounting within industry, and governmental accounting as outlined in the Accountancy program mission statement shown below:

*The mission of the USD accountancy program is to develop accountants – through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge – who have the skills to compete in a diverse and fast-changing global professional environment.*

Students interested in a combined Bachelor of Accountancy/Master of Science in Accountancy and Financial Management program should consult the *Graduate Bulletin* for program details.

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to elect in order to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

As discussed below, the degree program allows students to select an option within the accountancy concentration that fits their career goals. These options allow students to acquire both accountancy skills and skills from specified business fields that are highly related to accountancy. Students should consult with an accounting faculty advisor about their career goals before selecting a concentration option.

The School of Business Administration is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. The Bachelor of Accountancy program also holds AACSB accounting program accreditation.

## LOWER-DIVISION PREPARATION FOR THE MAJOR (22-23 units)

Lower-division requirements for the major are:

1. Third semester competency in a second language;
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C– (Transfer courses must be C or better):  
 ACCT 201 – Principles of Financial Accounting  
 ACCT 202 – Principles of Managerial Accounting  
 ECON 101 – Principles of Microeconomics  
 ECON 102 – Principles of Macroeconomics  
 ECON 216 – Quantitative Business Analysis  
 ITMG 100 – Information Systems  
 MATH 130 or 150 – Survey of Calculus or Calculus I

## THE MAJOR (48-51 units)

Upon completion of 60 units and with the approval of the School of Business Administration Undergraduate Programs Center, the student becomes eligible for upper-division School of Business Administration courses. The courses in the major serve two purposes: 1) they give students a broad background in the major functional areas of business administration (i.e., a business component); and, 2) they allow students to focus on the field of accountancy (i.e., an accountan-

### RECOMMENDED PROGRAM OF STUDY BACHELOR OF ACCOUNTANCY OPTION I: ACCOUNTANCY

#### FRESHMAN YEAR

##### SEMESTER I

Preceptorial (3)  
 ECON 101 (3)  
 MATH 115 (3)  
 CC or Electives (6-7)

##### SEMESTER II

ECON 102 (3)  
 MATH 130 (3) or  
 MATH 150 (4)  
 CC or Electives (9-10)

#### SOPHOMORE YEAR

##### SEMESTER I

ACCT 201 (3)  
 ECON 216 (4)  
 CC or Electives (9)

##### SEMESTER II

ACCT 202 (3)  
 ITMG 100 (3)  
 CC or Electives (9-10)

#### JUNIOR YEAR

##### SEMESTER I

ACCT 300 (3)  
 ACCT 302 (3)  
 FINA 300 (3)  
 MGMT 300 (3)  
 CC or Elective (3-4)

##### SEMESTER II

ACCT 301 (3)  
 ACCT 303 (3)  
 ETLW 302 (3)  
 MKTG 300 (3)  
 CC or Elective (3-4)

#### SENIOR YEAR

##### SEMESTER I

ACCT 306 (3)  
 ACCT 401 (3)  
 DSCI 300 (3)  
 ETLW 311 (3)  
 CC or Elective (3-4)

##### SEMESTER II

ACCT 408 (3)  
 DSCI 303 (3)  
 ETLW 312 (3) or  
 ACCT 407 (3)  
 MGMT 490 (3)  
 CC or Elective (3-4)

cy component). Each student in the Bachelor of Accountancy program must complete the following:

**1. Business Component (24 units)**

- DSCI 300 – Management Science
- DSCI 303 – Operations Management
- ETLW 302 – Business and Society
- ETLW 311 – Business Law I
- FINA 300 – Financial Management
- MGMT 300 – Organizational Behavior
- MGMT 490 – Strategic Management
- MKTG 300 – Fundamentals of Marketing

**2. Accountancy Component (24 or 27 units)**

Students must complete the requirements of one of the following Accountancy Component options:

*Option 1: Accountancy Option (24 units)*

This option provides a primary emphasis in accountancy that is recommended for students who desire careers in public accounting and who plan on taking the Certified Public Accountant (CPA) Examination. This option is also recommended for students interested in industry related accounting careers where the Certificate in Management Accounting (CMA) is desirable.

- ACCT 300 – Intermediate Accounting I
- ACCT 301 – Intermediate Accounting II
- ACCT 302 – Cost Accounting
- ACCT 303 – Accounting Information Systems
- ACCT 306 – Federal Tax Accounting I
- ACCT 401 – Advanced Accounting
- ACCT 408 – Auditing

One of the following electives:  
ACCT 407 – Federal Tax Accounting II OR  
ETLW 312 – Business Law II

*Option 2: Accountancy and Supply Chain Management Combination (27 units)*

This option provides a primary emphasis in accountancy and a secondary emphasis in Supply Chain Management. This combination is developed for accountancy students who are geared toward careers in industry. In particular, students interested in careers requiring both accountancy skills and supply chain management skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

- ACCT 300 – Intermediate Accounting I
- ACCT 301 – Intermediate Accounting II
- ACCT 302 – Cost Accounting
- ACCT 303 – Accounting Information Systems
- ACCT 306 – Federal Tax Accounting I
- BSCM 300 – Supply Management
- BSCM 303 – Strategic Cost Management
- BUSN 377 – Negotiation

One of the following ACCT elective courses:

- ACCT 401 – Advanced Accounting
- ACCT 407 – Federal Tax Accounting II
- ACCT 408 – Auditing

*Option 3: Accountancy and Finance/Real Estate Combination (27 units)*

This option provides a primary emphasis in accountancy and a secondary emphasis in finance or real estate. This combination is developed for accountancy students

**R E C O M M E N D E D P R O G R A M O F S T U D Y  
B A C H E L O R O F A C C O U N T A N C Y  
O P T I O N 2 : A C C O U N T A N C Y A N D S U P P L Y C H A I N M A N A G E M E N T**

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) ECON 101 (3) MATH 115 (3) CC or Electives (6-7)	<b>SEMESTER I</b> ACCT 201 (3) ECON 216 (4) CC or Electives (9)	<b>SEMESTER I</b> ACCT 300 (3) ACCT 302 (3) FINA 300 (3) MGMT 300 (3) CC or Elective (3-4)	<b>SEMESTER I</b> ACCT 306 (3) BSCM 303 (3) DSCI 300 (3) ETLW 311 (3) CC or Elective (3-4)
<b>SEMESTER II</b> ECON 102 (3) MATH 130 (3) or MATH 150 (4) CC or Electives (9-10)	<b>SEMESTER II</b> ACCT 202 (3) ITMG 100 (3) CC or Electives (9-10)	<b>SEMESTER II</b> ACCT 301 (3) ACCT 303 (3) BSCM 300 (3) ETLW 302 (3) MKTG 300 (3)	<b>SEMESTER II</b> BUSN 377 (3) DSCI 303 (3) MGMT 490 (3) ACCT elective (3) CC or Elective (3-4)

who are geared toward careers in industry. In particular, students interested in careers requiring both accountancy skills and finance or real estate skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

- ACCT 300 – Intermediate Accounting I
- ACCT 301 – Intermediate Accounting II
- ACCT 302 – Cost Accounting
- ACCT 303 – Accounting Information Systems
- ACCT 306 – Federal Tax Accounting I
- FINA 402 – Investments

One of the following ACCT elective courses:

- ACCT 401 – Advanced Accounting
- ACCT 407 – Federal Tax Accounting II
- ACCT 408 – Auditing

Two of the following FINA/REAL elective courses\*:

- FINA 300 – Financial Management
- FINA 405 – International Financial Management
- REAL 320 – Principles of Real Estate
- REAL 325 – Financing Real Estate
- REAL 327 – Legal Aspects of Real Estate

\*Students interested in finance should select Financial Institutions and International Finance as their two FINA/REAL electives. Students interested in real estate should select two of the indicated REAL courses as their FINA/REAL electives.

*Option 4: Accountancy and Information Systems/Technology Combination (27 units)*

This option provides a primary emphasis in accountancy and a secondary emphasis in information systems and technology. This combination is developed for accountancy students who are geared toward careers in public accounting, industry, or government where both accounting- and technology-based information systems skills and knowledge are required. In particular, students interested in careers requiring accountancy skills, information systems skills, and related information technology based skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

- ACCT 300 – Intermediate Accounting I
- ACCT 301 – Intermediate Accounting II
- ACCT 302 – Cost Accounting
- ACCT 303 – Accounting Information Systems
- ACCT 306 – Federal Tax Accounting I

One of the following ACCT elective courses:

- ACCT 401 – Advanced Accounting
- ACCT 407 – Federal Tax Accounting II
- ACCT 408 – Auditing

Three of the following ITMG elective courses:

- ITMG 310 – Structured Programming for Business Applications
- ITMG 320 – Database Design and Implementation
- ITMG 330 – Electronic Commerce
- ITMG 340 – Web Site Design
- ITMG 350 – Management Information Systems
- ITMG 360 – Data Communications and Networks
- ITMG 440 – Information Systems Design and Implementation

**R E C O M M E N D E D P R O G R A M O F S T U D Y**  
**B A C H E L O R O F A C C O U N T A N C Y**  
**O P T I O N 3 : A C C O U N T A N C Y A N D F I N A N C E / R E A L E S T A T E**

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) ECON 101 (3) MATH 115 (3) CC or Electives (6-7)	<b>SEMESTER I</b> ACCT 201 (3) ECON 216 (4) CC or Electives (9)	<b>SEMESTER I</b> ACCT 300 (3) ACCT 302 (3) FINA 300 (3) MGMT 300 (3) CC or Elective (3-4)	<b>SEMESTER I</b> ACCT 306 (3) DSCI 300 (3) ETLW 311 (3) FINA elective (3) CC or Elective (3-4)
<b>SEMESTER II</b> ECON 102 (3) MATH 130 (3) or MATH 150 (4) CC or Electives (9-10)	<b>SEMESTER II</b> ACCT 202 (3) ITMG 100 (3) CC or Electives (9-10)	<b>SEMESTER II</b> ACCT 301 (3) ACCT 303 (3) ETLW 302 (3) FINA 402 (3) MKTG 300 (3)	<b>SEMESTER II</b> DSCI 303 (3) MGMT 490 (3) ACCT elective (3) FINA elective (3) CC or Elective (3-4)

## GRADE POINT AVERAGE REQUIREMENTS AND TRANSFER RESTRICTIONS

The 48 or 51 semester-hours taken within the business component courses and the selected accounting component option courses will be considered the major courses for the Bachelor of Accountancy program. Students must have a grade point average of 2.0 or better in these major courses with a minimum grade of C- in at least 24 of the upper-division major hours contained within the major courses.

Additionally, all classes taken within the selected accounting component option must be completed with a grade point average of 2.0 or better, with no individual course grade below C-.

The School of Business Administration has a residency requirement for its majors; i.e., a certain number of upper-division units in the Accounting major must be at USD. The Accounting major requires 18 upper-division units at USD. Students in the Bachelor of Accountancy program may transfer no more than two courses in upper-division accounting to USD.

## MINOR IN ACCOUNTING

A minor in Accountancy requires the completion of the following courses for a total of 18 units:

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ACCT 300 – Intermediate Accounting I
- ACCT 302 – Cost Accounting
- ITMG 100 – Information Systems
- ACCT upper-division elective (3 units)

The minor in Accountancy is open to undergraduate students outside the Bachelor of Accountancy degree program.

Students in the Bachelor of Business Administration degree program will likely have already completed ACCT 201, ACCT 202, and ITMG 100 as requirements of their degree. Therefore, those students will only need to complete ACCT 300, ACCT 302, and one additional upper-division accounting elective to complete the requirements noted above and receive the minor. However, upper-division accounting courses taken for the Accountancy minor cannot be counted as part of the upper-division elective units in the Business Administration major.

Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and Core Curriculum requirements.

RECOMMENDED PROGRAM OF STUDY BACHELOR OF ACCOUNTANCY OPTION 4: ACCOUNTANCY AND INFORMATION SYSTEMS/TECHNOLOGY			
FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<b>SEMESTER I</b> Preceptorial (3) ECON 101 (3) MATH 115 (3) CC or Electives (6-7)	<b>SEMESTER I</b> ACCT 201 (3) ECON 216 (4) CC or Electives (9)	<b>SEMESTER I</b> ACCT 300 (3) ACCT 302 (3) FINA 300 (3) MGMT 300 (3) CC or Elective (3-4)	<b>SEMESTER I</b> ACCT 306 (3) DSCI 300 (3) ETLW 311 (3) ITMG elective (3) CC or Elective (3-4)
<b>SEMESTER II</b> ECON 102 (3) MATH 130 (3) or MATH 150 (4) CC or Electives (9-10)	<b>SEMESTER II</b> ACCT 202 (3) ITMG 100 (3) CC or Electives (9-10)	<b>SEMESTER II</b> ACCT 301 (3) ACCT 303 (3) ETLW 302 (3) MKTG 300 (3) ITMG elective (3)	<b>SEMESTER II</b> DSCI 303 (3) MGMT 490 (3) ACCT elective (3) ITMG elective (3) CC or Elective (3-4)

# Bachelor of Business Administration

The School of Business Administration offers a program leading to the degree of Bachelor of Business Administration, with majors in Business Administration and Business Economics.

## LOWER-DIVISION PREPARATION FOR THE MAJOR (22-23 units)

Lower-division requirements for the major are:

1. Third semester competency in a second language;
2. Completion of the following courses with a grade point average of 2.0 or better with no grade below C– (Transfer courses must be C or better):  
 ACCT 201 – Principles of Financial Accounting  
 ACCT 202 – Principles of Managerial Accounting  
 ECON 101 – Principles of Microeconomics  
 ECON 102 – Principles of Macroeconomics  
 ECON 216 – Quantitative Business Analysis  
 ITMG 100 – Information Systems  
 MATH 130 or 150 – Survey of Calculus or Calculus I

## THE MAJOR (39 units)

Upon completion of 60 units and with the approval of the School of Business Administration Undergraduate Programs Center, the student becomes eligible for upper-division School of Business Administration courses. Students can major in either Business Administration or Business Economics.

### Major in Business Administration

The Business Administration major prepares students for careers in business management or public administration and for post-baccalaureate studies in business. The courses in the Business Administration major serve two purposes: 1)

they give students a broad background in the major functional areas of business administration; and, 2) they give students electives in order to explore their interests in the field of business administration. Each student majoring in Business Administration must complete the following:

1. Business Component (24 units)  
 DSCI 300 – Management Science  
 DSCI 303 – Operations Management  
 ETLW 302 – Business and Society  
 ETLW 311 – Business Law I  
 FINA 300 – Financial Management  
 MGMT 300 – Organizational Behavior  
 MGMT 490 – Strategic Management  
 MKTG 300 – Fundamentals of Marketing
2. Elective Component (15 units)  
 FINA 401-405 – Finance elective (3 units)  
 MGMT 301-309 – Management elective (3 units)  
 MKTG 301-490 – Marketing elective (3 units)  
 Accounting, Business, or Economics upper-division electives (6 units)

Students majoring in Business Administration should consult with the School of Business Administration Undergraduate Programs Center in selecting electives that best suit their interests. A student may select a concentration by completing 12 units in one of the following areas:

### Management

- MGMT 300 – Organizational Behavior
- MGMT 301 – Organizational Theory
- MGMT 302 – Family Business
- MGMT 303 – Interpersonal Relations
- MGMT 304 – Entrepreneurship and New Ventures
- MGMT 305 – Career Development

## RECOMMENDED PROGRAM OF STUDY BACHELOR OF BUSINESS ADMINISTRATION MAJOR: BUSINESS ADMINISTRATION

### FRESHMAN YEAR

**SEMESTER I**  
 Preceptorial (3)  
 ECON 101 (3)  
 MATH 115 (3)  
 CC or Electives (6-7)

**SEMESTER II**  
 ECON 102 (3)  
 ITMG 100 (3)  
 MATH 130 (3) or  
 MATH 150 (4)  
 CC or Electives (6-7)

### SOPHOMORE YEAR

**SEMESTER I**  
 ACCT 201 (3)  
 ECON 216 (4)  
 CC or Electives (9)

**SEMESTER II**  
 ACCT 202 (3)  
 CC or Electives (12-13)

### JUNIOR YEAR

**SEMESTER I**  
 FINA 300 (3)  
 MGMT 300 (3)  
 MKTG 300 (3)  
 CC or Electives (6-7)

**SEMESTER II**  
 DSCI 300 (3)  
 ETLW 302 (3)  
 Business elective (3)  
 CC or Electives (6-7)

### SENIOR YEAR

**SEMESTER I**  
 DSCI 303 (3)  
 ETLW 311 (3)  
 Business elective (6)  
 CC or Elective (3-4)

**SEMESTER II**  
 MGMT 490 (3)  
 Business elective (6)  
 CC or Electives (6-7)

MGMT 306 – Women in Management  
 MGMT 307 – Human Resource Management  
 MGMT 308 – Small Business Management  
 MGMT 309 – International Comparative Management  
 MGMT 494 – Special Topics\*

**Finance**

FINA 300 – Financial Management  
 FINA 401 – Commercial Bank Management  
 FINA 402 – Investments  
 FINA 405 – International Financial Management  
 FINA 494 – Special Topics\*  
 REAL 320 – Principles of Real Estate  
 REAL 325 – Financing Real Estate

**Marketing**

MKTG 300 – Fundamentals of Marketing  
 MKTG 301 – Services Marketing  
 MKTG 302 – Sports Marketing  
 MKTG 305 – International Marketing  
 MKTG 330 – Personal Selling  
 MKTG 350 – Advertising  
 MKTG 355 – Public Relations  
 MKTG 410 – Marketing Research  
 MKTG 420 – Consumer Behavior  
 MKTG 465 – Retailing  
 MKTG 480 – Advanced Marketing Project  
 MKTG 490 – Marketing Strategy  
 MKTG 494 – Special Topics\*

**Electronic Commerce**

ITMG 310 – Structured Programming for Business Applications  
 ITMG 320 – Database Design and Implementation  
 ITMG 330 – Electronic Commerce  
 ITMG 340 – Web Site Design

ITMG 360 – Data Communications and Networks  
 ITMG 440 – Information Systems Design and Implementation  
 ITMG 494 – Special Topics\* OR ITMG 499 – Independent Study

**Information Systems**

ACCT 303 – Accounting Information Systems  
 ITMG 310 – Structured Programming for Business Applications  
 ITMG 320 – Database Design and Implementation  
 ITMG 330 – Electronic Commerce  
 ITMG 350 – Management Information Systems  
 ITMG 360 – Data Communications and Networks  
 ITMG 440 – Information Systems Design and Implementation  
 ITMG 494 – Special Topics\*

**International Business**

ECON 333 – International Economics  
 ECON 335 – Economic Development of Latin America  
 ECON 337 – Economic Development of Asia  
 ECON 494 – Special Topics\*  
 FINA 405 – International Financial Management  
 MGMT 309 – International Comparative Management  
 MKTG 305 – International Marketing

**Real Estate**

ECON 304 – Urban Economics  
 ECON 329 – Real Estate Economics  
 FINA 300 – Financial Management  
 REAL 320 – Principles of Real Estate  
 REAL 325 – Financing Real Estate  
 REAL 327 – Legal Aspects of Real Estate  
 REAL 328 – Commercial Real Estate Valuation  
 REAL 494 – Special Topics\*

**R E C O M M E N D E D P R O G R A M O F S T U D Y  
 B A C H E L O R O F B U S I N E S S A D M I N I S T R A T I O N  
 M A J O R : B U S I N E S S E C O N O M I C S**

<b>FRESHMAN YEAR</b>	<b>SOPHOMORE YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR</b>
<b>SEMESTER I</b> Preceptorial (3) ECON 101 (3) MATH 115 (3) CC or Electives (6-7)	<b>SEMESTER I</b> ACCT 201 (3) ECON 202 (3) ECON 216 (4) CC or Electives (6)	<b>SEMESTER I</b> FINA 300 (3) MGMT 300 (3) ECON elective (3) CC or Electives (6-7)	<b>SEMESTER I</b> ECON 370 (3) ETLW 302 (3) ETLW 311 (3) CC or Electives (6-7)
<b>SEMESTER II</b> ECON 102 (3) ITMG 100 (3) MATH 130 (3) or MATH 150 (4) CC or Electives (6-7)	<b>SEMESTER II</b> ACCT 202 (3) ECON 201 (3) CC or Electives (9-10)	<b>SEMESTER II</b> DSCI 303 (3) MKTG 300 (3) ECON elective (3) CC or Electives (6-7)	<b>SEMESTER II</b> ECON 373 (3) ECON 490 (3) CC or Electives (9-10)

### **Supply Chain Management**

BSCM 300 – Supply Management  
BSCM 302 – Supply Chain Management  
BSCM 303 – Strategic Cost Management  
BSCM 494 – Special Topics\*  
BUSN 377 – Negotiation

\*No more than three units of Special Topics may be used as part of the concentration requirements. Use of Special Topics courses in the concentration is subject to approval of the School of Business Administration Undergraduate Programs Center.

The School of Business Administration has a residency requirement for its majors; i.e., a certain number of upper-division units in the Business Administration major must be at USD. The Business Administration major requires 24 upper-division units at USD.

### **Minor in Business Administration**

A minor in Business Administration requires the completion of the following courses for a total of 18 units:

ACCT 201 – Principles of Financial Accounting  
ECON 101 – Principles of Microeconomics  
ECON 102 – Principles of Macroeconomics  
MGMT 300 – Organizational Behavior  
Business upper-division electives (6 units)

Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and Core Curriculum requirements.

### **Major in Business Economics**

The Business Economics major prepares students for careers in business management or public administration and for post-baccalaureate studies in business, economics, or law. The courses in the Business Economics major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and, 2) they allow students to focus on the field of economics. Each student majoring in Business Economics must complete the following:

1. Business Component (18 units)
  - DSCI 303 – Operations Management
  - ETLW 302 – Business and Society
  - ETLW 311 – Business Law I
  - FINA 300 – Financial Management
  - MGMT 300 – Organizational Behavior
  - MKTG 300 – Fundamentals of Marketing
2. Economics Component (21 units)
  - ECON 201 – Intermediate Microeconomics
  - ECON 202 – Intermediate Macroeconomics
  - ECON 370 – Applied Econometrics
  - ECON 373 – Managerial Economics

ECON 490 – Senior Seminar  
Economics upper-division electives (6 units)

Description of courses for the major in Business Economics can be found under the Economics course descriptions.

The School of Business Administration has a residency requirement for its majors, i.e., a certain number of upper-division units in the Business Economics major must be at USD. The Business Economics major requires 12 upper-division economics units, total 24 upper-division Business and Economics units.

### **Minor in Information Systems**

The minor in Information Systems is designed for students majoring in a field in which the intelligent and humane use of information technologies is an important supporting body of knowledge. The minor is highly relevant for students majoring in Business, Communication Studies, Computer Science, or other majors in the College of Arts and Sciences.

The minor in Information Systems requires a minimum of 18 units:

Courses required for the minor:

ITMG 100 – Information Systems  
ITMG 310 – Structured Programming for Business Applications  
ITMG 320 – Database Design and Implementation  
ITMG 350 – Management Information Systems

Upper-division Courses

At least 6 units chosen from this list with approval of a faculty advisor:

ACCT 303 – Accounting Information Systems  
ITMG 330 – Electronic Commerce  
ITMG 340 – Web Site Design  
ITMG 360 – Data Communications and Networks  
ITMG 440 – Information Systems Design and Implementation  
ITMG 494 – Special Topics\*

### **Minor in Electronic Commerce**

The minor in Electronic Commerce is designed for students majoring in a field in which the intelligent and humane use of the Internet is an important supporting body of knowledge. The minor in Electronic Commerce is highly relevant for students majoring in Business, Communication Studies, Computer Science, or other majors in the College of Arts and Science.

The minor in Electronic Commerce requires a minimum of 18 units:

Courses required for the minor:

ITMG 100 – Information Systems

ITMG 310 – Structured Programming for Business Applications  
ITMG 320 – Database Design and Implementation  
ITMG 330 – Electronic Commerce

#### Upper-division Courses

At least 6 units chosen from this list with approval of a faculty advisor:

ITMG 340 – Web Site Design  
ITMG 350 – Management Information Systems

ITMG 360 – Data Communications and Networks  
ITMG 440 – Information Systems Design and Implementation  
ITMG 494 – Special Topics\* OR ITMG 499 – Independent Study

## Course Descriptions

### ACCOUNTANCY COURSES (ACCT)

#### 201 Principles of Financial Accounting (3)

Introduction to accounting records, their purpose and use, emphasizing the establishment of a solid conceptual background. Accounting procedures for specific asset, liability, and owner's equity accounts are also examined from the point of view of users of financial statements.

Prerequisite: Sophomore standing.

#### 202 Principles of Managerial Accounting (3)

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Current changes to the business environment and their impact on accounting is also presented. Prerequisites: ACCT 201 and ITMG 100 (or concurrent enrollment).

#### 300 Intermediate Accounting I (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets; property, plant, and equipment; intangible assets; and current liabilities. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: ACCT 202.

#### 301 Intermediate Accounting II (3)

Extension of Intermediate Accounting I. Topics covered include long-term liabilities, pensions, leases, deferred taxes, and owners' equity issues. Prerequisite: ACCT 300.

#### 302 Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm (including standards of performance), relevant costs for decisions, budgets, and capital investment considerations. Prerequisite: ACCT 202.

#### 303W Accounting Information Systems (3)

Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis, and related internal controls. Prerequisites: ACCT 300 and 302.

#### 306 Federal Tax Accounting I (3)

Students will learn the fundamentals of federal income tax law from both a theory and practice perspective. Research projects and sample tax returns are used to illustrate course material. This course is designed for anyone needing a background in tax practice, or who would like to take a more active role in their own individual tax planning. Although the course is designed for Business and Accounting majors, upper-division students from outside the School of Business Administration are welcome and are encouraged to consult with the instructor for permission to take the course. Prerequisites: Upper-division standing and ACCT 201 (or permission of instructor).

#### 401 Advanced Accounting (3)

Accounting and reporting for business combinations, foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals. Prerequisite: ACCT 301 (or concurrent enrollment).

#### 407 Federal Tax Accounting II (3)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material. Prerequisites: ACCT 300 and 306.

#### 408 Auditing (3)

Intensive introduction to the attest function in society today. The environment, the process, and the report of the public auditor are analyzed. Potential extensions of the attest function are examined. Prerequisites: ACCT 301 and 303.

### **494 Special Topics (3)**

Topics of current interest in accounting. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **498 Internship (3)**

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of accounting, business, and economics principles. Placement must emphasize accounting field. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Accounting majors only; junior Accounting majors with 75 units and senior Accounting minors with consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

## **BUSINESS COURSES (BUSN)**

### **361 Introduction to International Business (3)**

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include: forward currency markets, foreign direct investment, negotiation, international distribution, etc.

### **377 Negotiation (3)**

An introduction to the process of fair and business-like bargaining between parties with interdependent needs. Experience is gained in the use of both adversarial and integrative negotiating principles and techniques. The role of mediators is explored, and some of the issues involved in cross-cultural negotiations are examined.

### **401W Business Communication (3)**

Analysis of the factors involved in planning, organizing, and writing in the business environment. Extensive practice in presenting effective letters, memoranda, and business reports using primary and secondary sources. This course satisfies the USD requirement of an upper-division writing course.

### **498 Internship (3)**

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special

meeting times. This course may not be repeated for credit. Prerequisite: Senior Business, Accounting, or Economics majors only; junior Business Administration, Business Economics, Accounting, or Economics majors with 75 units; and senior Business Administration, Accounting, or Economics majors with consent of instructor.

## **DECISION SCIENCE COURSES (DSCI)**

### **300 Management Science (3)**

An introduction to model formulation and solution techniques emphasizing their applications in decision making. Topics may include linear programming, transportation and assignment models, Markov analysis, network analysis, queuing models, and decision analysis. Prerequisite: ECON 216.

### **303 Operations Management (3)**

An introductory analysis of operations, planning, control, and improvement in services and manufacturing industries. Topics may include forecasting, process design, scheduling, inventories, JIT, productivity, and quality management. Prerequisite: ECON 216.

### **494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

## **ECONOMICS COURSES (ECON)**

### **101 Principles of Microeconomics (3)**

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, and an introduction to market structure.

### **102 Principles of Macroeconomics (3)**

The study of the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy. Prerequisite: ECON 101.

### **201 Intermediate Microeconomics (3)**

The economic theory of demand, production, product and input markets, welfare, and general equilibrium.

Applications of price theory, including its use in evaluating and forming public policy. Prerequisite: ECON 101.

### **202 Intermediate Macroeconomics (3)**

Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy. Prerequisite: ECON 102.

### **216 Quantitative Business Analysis (4)**

A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include: descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time-series models, and forecasting. Extensive computer analysis of data. Prerequisite: MATH 130 or 150.

### **302 Public Finance (3)**

An introduction to public sector economics, concentrating on the revenues and expenditures of federal, state, and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis, and the study of taxation and government transfer programs. Prerequisite: ECON 102.

### **304 Urban Economics (3)**

The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance. Special attention will be given to the San Diego metropolitan area. Prerequisite: ECON 101.

### **308 Environmental and Natural Resource Economics (3)**

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include the intertemporal allocation of depletable resources, the economics of fisheries and forestry, issues in the distribution and use of water resources, the economics of recycling and waste disposal, and economic perspectives on global warming and ozone depletion. Prerequisite: ECON 101.

### **310 Money and Banking (3)**

A study of the structure, regulation, and performance of the banking industry in the United States, focusing on the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Prerequisite: ECON 102.

### **321 Women and Work (3)**

Analysis of women's market and nonmarket work activities. Topics include gender roles, allocation of time, occupational distribution, earnings, government programs and their impact by gender, and the role of women and work in other countries. Prerequisite: ECON 101.

### **322 Labor Economics (3)**

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment, and wage inflation. Prerequisite: ECON 101.

### **324 Industrial Organization (3)**

Examines the role of different industrial structures in the performance of industrial markets, including the influence of different structures on major competitive forces in the market: entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers, and rivalry among current competitors. Develops competitive strategies in various industrial environments. Prerequisite: ECON 101.

### **327 Law and Economics (3)**

The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The economic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Prerequisite: ECON 101.

### **329 Real Estate Economics (3)**

An analysis of the economic principles that underlie the market for real estate. Topics include an evaluation of land resource requirements, input-output analysis in land use, economic foundations of valuation of land and improvements, taxation issues in real estate, and land use policy. Prerequisite: ECON 101.

### **333 International Economics (3)**

The theory, practice, and institutions of the international economy. Topics include international trade and investment, the European Economic Community, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Prerequisite: ECON 102.

### **335 Economic Development of Latin America (3)**

An analysis of the determinants of economic development and growth in Third World countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital

formation, finance, agriculture, industry, trade, and economic planning. Prerequisite: ECON 102.

### **337 Economic Development of Asia (3)**

An analysis of the determinants of economic development and growth in Asia and the Pacific Rim, along with associated problems and policies. Topics include theories and policies concerning industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt. Prerequisite: ECON 102.

### **353 Sports Economics (3)**

This course applies economic principles to analyze a wide range of issues in professional sports and collegiate athletics. Principles from the economics of labor markets, industrial organization, and public finance are applied to the analysis of sports issues. Issues discussed include: league formats, rival leagues, franchise relocation and venue location, player salaries, free agency, salary caps, arbitration, player development, discrimination, NCAA rules on scholarships and eligibility, financial aspects of collegiate athletic programs, revenues from merchandising and broadcast rights, and economic impact analysis of sports teams on a local community.

### **370 Applied Econometrics (3)**

The study of the construction and estimation of econometric models and econometric research. This is a project-oriented course designed to integrate economic theory with econometric analysis. Prerequisites: ECON 201, 202, and 216. (Fall semester only)

### **371 Business Cycles and Forecasting (3)**

Examines the business cycle and techniques for forecasting fluctuations. The emphasis of the course is to gain hands-on exposure to specific business forecasting techniques and learn to apply them to limit the range of uncertainty in management decision making. Specific techniques covered include lead-lag, exponential smoothing, and econometric and arima (Box-Jenkins) time series analysis. Prerequisites: ECON 102 and 216.

### **373 Managerial Economics (3)**

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis, sales forecasting, production analysis, cost estimation, pricing decisions, and capital budgeting. Prerequisites: ECON 102 and 216. (Spring semester only)

### **380 Advanced Economic Theory (3)**

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathe-

tical models. Topics include comparative statistics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations, and difference equations. Prerequisites: ECON 102 and MATH 130 or 150.

### **490W Senior Seminar (3)**

A course to enhance analytical and research skills in the field of economics. Students will develop individual research projects of their own interest, integrating relevant concepts from business and economics. Prerequisite: Senior standing. (Spring semester only)

### **494 Special Topics (3)**

Topics of current interest in economics. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: ECON 102 and consent of instructor.

### **498 Internship (3)**

Experiential learning working in a business, government, or non-profit organization. Placements provide the opportunity for practical application of economics, business, and accounting principles. Placement must emphasize economics field. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Economics majors only; junior Economics majors with 75 units and senior Economics minors with consent of instructor.

### **499 Independent Study (1-3)**

Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Economics or Business Economics major, senior standing, and consent of instructor.

## **ETHICS AND LAW COURSES (ETLW)**

### **302 Business and Society (3)**

This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor. Prerequisite: MGMT 300.

### **311 Business Law I (3)**

Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law,

torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court.

### **312 Business Law II (3)**

Continued study of the legal environment of business, including such topics as creation, operation, and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study. Prerequisite: ETLW 311.

### **403 Environmental Management (3)**

This course analyzes the effect of business activities on the environment. Environmental public policies are examined, as well as selected corporate environmental policies. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and environmental protection? Can humans conduct business without harming the environment? What are the environmental consequences if the developing world reaches the same level of consumption as the developed world? Should the developed world reduce its level of consumption? Does the developed world have an obligation to the undeveloped world? If so, what is it? What is the meaning of sustainable economic growth? How is sustainable economic growth achieved? Meets the requirements for the Environmental Studies minor.

### **494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

## **FINANCE COURSES (FINA)**

### **300 Financial Management (3)**

A study of the forms, sources, and management of business capital. The finance function and its relation to other business functions and to general policy objectives are considered. Topics include: capital requirement, short and intermediate financing, management of current assets, capital budgeting, and the cost of capital. Prerequisites: ACCT 201, ECON 102, and ECON 216.

### **401 Commercial Bank Management (3)**

An examination of the interaction among financial institutions, financial markets, and the economy. Topics include the trends of financial institutions, interest rate structure, and the security and mortgage markets. Prerequisite: FINA 300.

### **402 Investments (3)**

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically, and sources of analytical information and their use are studied. Prerequisite: FINA 300.

### **405 International Financial Management (3)**

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting and control, and working capital management. Prerequisite: FINA 300.

### **494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

## **INFORMATION TECHNOLOGY MANAGEMENT (ITMG)**

### **100 Information Systems (3)**

An introduction to computer-based information systems and their role in business and other organizations. Topics include information technology, information systems and development concepts, and application software. Emphasis on improving student skills as knowledge workers through the effective use of business productivity software and the Internet. Instructional methods include lecture, case study, hands-on projects, and student presentations.

### **310 Structured Programming for Business Applications (3)**

The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with program-

ming facilities available in decision support software programs. Heavy emphasis is placed on logical processes and developing programming skills. Prerequisite: ITMG 100.

### **320 Database Design and Implementation (3)**

The theory and practice of designing, implementing, and modifying information systems that use database management software. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, a major database design and implementation project, and student presentations. Prerequisite: ITMG 100.

### **330 Electronic Commerce (3)**

Overview of current practice in electronic commerce, broadly defined to include business processes and the activities of not-for-profit organizations. Includes discussion of enabling technologies and business strategies. Also includes discussion of international, legal, and ethical issues that arise in conducting electronic business.

### **340 Web Site Design (3)**

Examines the design of Web sites for business and organizations. Topics include: planning a Web site, understanding the principles and elements of effective Web site design, using Web development and design tools, and evaluating Web site effectiveness. Elements of consistent Web page design as components of overall Web site design are emphasized. Effective communication of concepts and analysis in written format and oral presentations is stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects. Prerequisite: ITMG 100.

### **350 Management Information Systems (3)**

A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; alternative methods for building information systems; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, Internet-based projects, community service-learning, technical writing, and presentations. Prerequisite: ITMG 100.

### **360 Data Communications and Networks (3)**

Introduction to the concepts, technology, and business practices related to the design and functioning of modern data communication networks. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing standard networking software. Prerequisite: ITMG 100.

### **440 Information Systems Design and Implementation (3)**

Develops skills in the design and implementation of object-oriented information systems on distributed platforms. Topics include: object-oriented programming methods; development of distributed applications; and Web-based interface design and interactivity with enterprise-wide databases. Hands-on projects provide students experience with real-world software development environments using state-of-the-art development methodologies and tools. Prerequisites: ITMG 100, 310, and 320.

### **494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

## **MANAGEMENT COURSES (MGMT)**

### **300 Organizational Behavior (3)**

The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include: perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises.

**301 Organizational Theory (3)**

An analysis of the theories of organizational design, structure, development, and effectiveness from a managerial perspective. Topics addressed in this macro-oriented course include: systems theory; analysis of organization environments and their impact on organizations; organizational purposes, goals, and planning; organizational decision-making processes; technology and alternative organizational designs; information and control systems; functions of management; job design; environment-organization interface; and international and contemporary management issues. A contingency-systems approach is emphasized through case studies and simulations. Prerequisite: MGMT 300.

**302 Family Business (3)**

Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling.

**303 Interpersonal Relations (3)**

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations. Prerequisite: MGMT 300.

**304 Entrepreneurship and New Ventures (3)**

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Prerequisites: FINA 300, MGMT 300, and MKTG 300.

**305 Career Development (3)**

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management. Prerequisite: MGMT 300.

**306 Women in Management (3)**

This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

**307 Human Resource Management (3)**

An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization. Prerequisite: MGMT 300.

**308 Small Business Management (3)**

Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm. Prerequisites: FINA 300, MGMT 300, and MKTG 300.

**309 International Comparative Management (3)**

Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. Prerequisite: MGMT 300.

**490 Strategic Management (3)**

This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of con-

cepts through case studies. Open only to last-semester graduating seniors.

### **492 Strategy Simulation (3)**

Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters. Prerequisite: Written consent of instructor after competitive evaluation.

### **494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

## **MARKETING COURSES (MKTG)**

### **300 Fundamentals of Marketing (3)**

An introduction to the critical role of marketing in our society with emphasis on the marketing concept, product, price, distribution, and promotion. Prerequisites: ECON 101.

### **301 Services Marketing (3)**

Examines the key characteristics that distinguish services from traditional goods marketing. Critical dimensions which customers utilize to determine quality services are emphasized. Attention is directed towards the development and demonstration of interpersonal and problem-solving skills. Learning activities can include: case analysis, marketing plan, and client-sponsored projects. Prerequisite: MKTG 300.

### **302 Sports Marketing (3)**

This course explores the complex and diverse nature of sports marketing. It applies fundamental marketing concepts to the sports industry, including the marketing mix, consumer behavior, marketing research, segmentation analysis, and assessment of marketing programs specific to sports. Guidelines for the formulation of marketing goals and strategies will be included. Trends, issues, and problems influencing the industry will also be examined. Prerequisite: MKTG 300.

### **305 International Marketing (3)**

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning, and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country. Prerequisite: MKTG 300.

### **330 Personal Selling (3)**

Examines the role of personal selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques. Prerequisite: MKTG 300.

### **350 Advertising (3)**

The role of advertising in society, business, and marketing. Human behavior, market selection, media planning, advertising appeals, preparation of copy, research decisions, and the campaign approach to advertising are covered. An actual advertising campaign is planned and developed as a requirement of the course. Prerequisite: MKTG 300.

### **355 Public Relations (3)**

This course is an introduction to public relations as a component of marketing communications. The strategic planning and tactical implementation of public relations for organizations will be covered including a review of public relations campaigns. Discussion of the effects of research, public opinion, ethics, and laws on public relations activities will be covered. Crisis communications will be included. Career opportunities with public relations firms will also be covered. Prerequisite: MKTG 300.

### **410 Marketing Research (3)**

Emphasis is placed on the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis. Prerequisites: ECON 216 and MKTG 300.

### **420 Consumer Behavior (3)**

Analysis of consumer behavior and motivation, principles of learning, personality, perception, and group influence, with emphasis upon mass communications effects. Prerequisite: MKTG 300.

**465 Retailing (3)**

Essentials of retail management; market segmentation and market research for retail operations; buying and pricing functions; inventory control and budgeting. Prerequisite: MKTG 300.

**480 Advanced Marketing Project (3)**

This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. May involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit. Prerequisite: MKTG 300.

**490 Marketing Strategy (3)**

Development of skills in analyzing practical marketing situations and the formulation and implementation of effective marketing strategies. Discussion of the relationship of the marketing process to the business function as a whole. Prerequisite: MKTG 300.

**494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

**499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

**REAL ESTATE COURSES (REAL)****320 Principles of Real Estate (3)**

A study of the principles and practices surrounding real estate assets within the U.S. financial markets. Includes an investigation of urban economic forces on financing, investment, and valuation decisions, and legal effects on market efficiency. The ethical implications of real estate principles and practices will be emphasized. This course fulfills one of the requirements for both the Sales Agent and the Broker's License issued by the California Department of Real Estate. Prerequisite: FINA 300.

**325 Financing Real Estate (3)**

An overview course that explains with real-world examples how America's residential and commercial real estate finance markets operate and interact with one another. Provides an understanding of how technology rapidly is changing borrowers' ability to "shop" for mortgages and how lenders offer their products and services. Covers the entire array of mortgages available to con-

sumers, where loans can be obtained, and what happens to loans after they are made. Places U.S. mortgage markets into a global context. Emphasis primarily is on residential real estate. The ethical dimensions of financing real estate will be brought to the forefront of classroom discussion. Prerequisite: FINA 300.

**327 Legal Aspects of Real Estate (3)**

Study of the historical, foundational, and fundamental legal principles involving both commercial and residential real estate. An exploration of issues, case studies, and current events in the area of real estate law and ethics in the real estate marketplace. Special emphasis is given to transactions, investments, and the development of real estate, as such relates to contracts, land use requirements, environmental concerns, and risk management matters. This course fulfills one of the requirements for the California Department of Real Estate Broker examination.

**328 Commercial Real Estate Valuation (3)**

The course is an overview of real estate valuation techniques. The fundamentals of income capitalization, sales comparison and cost approaches to appraisal theory are discussed using practical examples. Through the use of commercial real estate software valuation tools (ARGUS Financial Analysis®), participants will gain the understanding of appraisal procedures used to analyze data and derive value estimates for every category of income-producing property. The importance of ethical judgment and industry standards will be emphasized along with the reconciliation process and preparation of the final appraisal report. Prerequisite: REAL 320.

**494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

**499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

**SUPPLY CHAIN MANAGEMENT COURSES (BSCM)****300 Supply Management (3)**

This course examines Supply Management's contribution to meeting an organization's need to produce quality products at competitive prices in a timely manner. Supply Management's roles in the development of new products and services, identification and selection of the "right" source, at the "right" price, together with the development and nurtur-

ing of partnerships and strategic alliances are addressed. Course principles are applicable to manufacturing, retailing, service, not-for-profit, and governmental agencies.

### **302 Supply Chain Management (3)**

Supply chain management is one of the most critical and the least understood functions of modern organizations. Supply chain management addresses the challenges of integrating the organization's procurement, operations and distribution activities in a seamless manner. A supply chain focuses on delivering value to an end customer. A well-coordinated and integrated supply chain ensures that all elements are contributing to value creation and will greatly improve an organization's profits, its productivity, and the quality of its products and services.

### **303 Strategic Cost Management (3)**

This course introduces and provides students an opportunity to apply modern cost management concepts, principles, and techniques in the supply chain management setting. Topics covered include an overview of manufacturing costs and cost-volume-profit analysis, activity-based management and activity-based costing, risk/opportunity costs and contract compensation agreements, and performance measurement. Additional topics include Total Cost of Ownership (TCO) analysis, net present value/return on investment analyses, outsourcing/make or buy analysis, and financial statement analysis as it relates to sourcing decisions. Prerequisites: ACCT 202, ECON 101. BSCM 300 can be taken concurrently.

### **494 Special Topics (3)**

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

### **499 Independent Study (1-3)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

# Engineering Programs

Kathleen A. Kramer, Ph.D., Director

## Electrical Engineering Program

Susan M. Lord, Ph.D., Coordinator

Ernest M. Kim, Ph.D., P.E.

Kathleen A. Kramer, Ph.D.

Mikaya L. D. Lumori, Ph.D.

Michael S. Morse, Ph.D., J.D.

Thomas F. Schubert, Jr., Ph.D., P.E.

## Industrial and Systems Engineering Program

Bradley Chase, Ph.D, M.P.H., C.P.E., Coordinator

Rick T. Olson, Ph.D.

Leonard A. Perry, Ph.D.

## Mechanical Engineering Program

Ming Z. Huang, Ph.D., Coordinator

Frank G. Jacobitz, Ph.D.

James G. Kohl, Ph.D.

David Malicky, Ph.D.

## MISSION

*USD Engineering is dedicated to providing student-centered education emphasizing engineering fundamentals and design, to advancing scholarship in engineering education, and to pursuing application-driven research.*

The USD Engineering Programs are crafted to meet the traditions of USD for quality undergraduate education, the curriculum requirements for professional accreditation, and the ever-increasing demands by industry for a more broadly-educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society.

The Programs are nine-semester, integrated programs of study leading to a Bachelor of Science/Bachelor of Arts (B.S./B.A.) dual degree in a specified field of Engineering. They are built upon a foundation in mathematics, physics, computers, and chemistry, as well as a strong Core Curriculum component. In addition to a sound preparation in engineering science, design, and professional practice, the curriculum addresses written and oral communication, human values and relations, and ethics.

## UNIQUE FEATURES

The USD Engineering Programs are undergraduate programs culminating in a unique dual B.S./B.A. degree that results from a combination of intensive technical education and the USD emphasis on a broad liberal education. Each engineering program has breadth and depth in the engineering discipline, including an extensive laboratory component in outstanding laboratory facilities dedicated to undergraduate instruction. USD Engineering students can expect a personalized education in small classes with a cur-

riculum that emphasizes preparation for work in industry, and the development of professionalism and values.

## PROFESSIONAL ACCREDITATION

USD is committed to achieving and maintaining professional accreditation by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) to cover all engineering graduates. Both the Electrical Engineering program and the Industrial and Systems Engineering program achieved this goal and have been accredited since 1992 and 2001, respectively. In keeping with EAC/ABET guidelines, an inaugural Mechanical Engineering accreditation visit will be scheduled upon first graduates of that program.

## ACADEMIC ADVISING

All Engineering students are assigned an Engineering advisor who tracks the student's progress toward attaining an Engineering degree. The advisor and student work together to ensure that the student is making satisfactory progress toward graduation. Freshmen are assigned an Engineering advisor only if they enroll in the ENGR 101 Preceptorial during their first semester. Transfer students are initially advised by the Director of Engineering, and then assigned a permanent Engineering advisor.

## RECOMMENDED PRIOR PREPARATION

To complete an Engineering program following a standard pattern, incoming freshmen should be prepared to enroll in Calculus, English Composition and Literature, and Foreign Language 201. Enrollment in the latter class may require completion of a placement exam (refer to the Languages and Literatures section of this *Bulletin*). Background deficiencies in any of the above areas may be removed at USD, but the credit earned may not be applied toward minimum graduation requirements for the Engineering major.

Transfer students often find it helpful to contact an Engineering advisor at the earliest opportunity for evaluation of their background preparation. The first two years of the Engineering programs at USD are closely coordinated with those of many community colleges and state universities in California, making it possible to transfer from such institutions to USD with minimal disruption. Students transferring to USD Engineering will be placed in the standard sequence at the place that matches their preparation. While the Engineering programs are designed to be completed in nine semesters, students may be able to complete engineering degree requirements in four years with a combination of prior preparation, AP credit, and Intersession or summer study.

## SPECIAL RESTRICTIONS ON THE USE OF THE PASS/FAIL OPTION

For Engineering majors, the Pass/Fail option is not permitted in any course required by specific course prefix and title in the appropriate Required Program of Study. With the foregoing exceptions, the general University pass/fail regulations apply. See the description of the pass/fail option earlier in this *Bulletin*.

## SPECIAL PROGRAM PATTERN FOR NROTC STUDENTS

NROTC requirements add 21 to 24 units to the standard program for Engineering majors. To meet the needs of NROTC and the major, a special program pattern has been constructed utilizing Intersession and Summer Session. One aspect of the pattern is the substitution of NAVS 201 for the Engineering requirement of a Communications Studies course. The NROTC scholarship covers the full Engineering program, however, benefits beyond four years must be requested through the Naval Science department.

## ENGINEERING ADVISORY BOARD

The Engineering Advisory Board was organized in Spring 1994 to expand the level and role of industry affiliates in the following areas: 1) long-range planning for the continued development of engineering at USD; 2) development and promotion of cooperative programs and relations with industry and the San Diego community; 3) assisting in seeking sources of support for engineering and science programs and facilities; 4) facilitating recruitment and placement of engineering and science graduates; and, 5) advising the USD engineering faculty and administration on issues related to the growth and evolution of the Engineering program.

## BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN ELECTRICAL ENGINEERING

*Electrical Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)]*

Electrical engineering is a profession that uses science, mathematics, computers, and other technology coupled with problem solving skills to design, construct, and maintain products, services, and systems using electricity and electronics. Electrical engineers work in researching, designing, developing, and operating many thousands of electrical systems and components that run our world. Electrical engineers are often associated with computer chips, power generation, or telecommunications. However, electrical engineers also specialize in such work as circuit design, computers and automatic control systems, micro-electronics, electronic photography and television, energy sources and systems, and solid-state materials and devices. Electrical engineers work in the communications, aerospace, computer, electrical power, medical, semiconductor, and consumer electronics industries. Electrical engineering is a field with diverse challenges and many opportunities. Throughout the world, more students major in Electrical Engineering (EE) than any other engineering discipline.

The EE program at USD encompasses a breadth of traditional fields and provides depth in electronics, signal analysis, and digital systems. In addition, students complete the broad range of Core Curriculum requirements that lead to a unique dual B.S./B.A. degree in Electrical Engineering. Within the curriculum, special emphasis is placed upon engineering design and the use of the computer both as an engineering tool and as an integral component in systems. Both emphases are integrated throughout the curriculum, with basic concepts introduced during the first two years followed by increasing levels of application complexity throughout the upper division courses.

### REQUIRED PROGRAM OF STUDY ENGINEERING LOWER-DIVISION

<u>FRESHMAN YEAR</u>	<u>FRESHMAN YEAR</u>	<u>SOPHOMORE YEAR</u>	<u>SOPHOMORE YEAR</u>
<b>SEMESTER I</b>	<b>SEMESTER II</b>	<b>SEMESTER I</b>	<b>SEMESTER II</b>
CHEM 150/150L (4)	ENGR 102 (3)	ENGR 121* or CC (3)	COMM 103*** (3)
ENGR 101 (Precept) (3)	ENGR 121* or CC (3)	MATH 250 (4)	ELEC 200 (4) or
MATH 150 (4)	MATH 151 (4)	MENG 210 (3)	ELEC 201 (4)
CC Electives (6)	PHYS 270 (4)	PHYS 271 (4)	ISYE 220** (3)
	CC Elective (3)	Core elective (3)	MATH 310 (3)
			PHYS 272 (3) or
			MENG 260 (3)

\*Electrical Engineering students may substitute COMP 150 for ENGR 121.

\*\*Electrical Engineering and Mechanical Engineering students may substitute ECON 101 for ISYE 220.

\*\*\*NROTC students may substitute NAVS 201 for COMM 103.

The *Educational Objectives* of the USD Electrical Engineering program are to develop graduates who:

1. Are able to apply their electrical engineering and broad academic backgrounds in their professional and personal endeavors.
2. Can adapt to evolving job responsibilities.
3. Can contribute effectively on a team and provide leadership in their professional careers.

Fast-changing technologies in the field of electrical engineering mean that life-long learning is a necessity for members of the profession. The significance of electrical engineering technologies in affecting the quality of life throughout the world creates additional professional responsibilities. As part of these professional obligations, all EE majors are required to maintain student membership in the Institute of Electrical and Electronic Engineers, Inc. (IEEE).

### Electrical Engineering Advisory Board

The Electrical Engineering Advisory Board (EEAB) was organized in Summer 2001 to represent the interests of the electrical engineering industry and alumni to the Electrical Engineering program. The board, composed of representatives from companies including SAIC, Applied Microcircuits Corporation, ViaSat Inc., Copper Mountain Networks Inc., and others, serves to expand the level and role of industry affiliates in the continued development of the Electrical Engineering program, and in the promotion of cooperative programs and relations with industry and the San Diego community.

### Requirements for the Electrical Engineering Major 149 units

The Mathematics, Science, and Engineering courses listed below also satisfy the Core Curriculum requirements in mathematics competency, natural sciences, and upper-division writing.

### Mathematics and Basic Science Requirements

36-39 units

Mathematics (21 units): MATH 150, 151, 250, 310, 311, 315 (or 350 or ISYE 330)

Physics (8-11 units): PHYS 270, 271, 272 (or MENG 260)

Chemistry (4 units): CHEM 151, 151L

Life Science elective (3 units)

### Engineering Core Requirements

22-25 units

These courses include units in engineering science and design, and other subject requirements in support of engineering practice: ELEC 201; ENGR 101, 102, 121 (or COMP 150), 311, 401W; MENG 210, 260 (or PHYS 272).

### Electrical/Electronics Engineering Requirements

46 units

These courses include units in electrical engineering science and design. There are 11 required courses: ELEC 301, 302, 310, 320, 340, 350, 430, 460, 470, 491, and 492, and 6 units of approved ELEC electives (including at least two 3- or 4-unit courses). Approved ELEC electives include ELEC 410, 432, 450, 456, 472, 480, and 494. New elective offerings are often made available: A list of approved electives is available from the coordinator of Electrical Engineering.

### Core Curriculum (CC) Requirements

42 units

All Electrical Engineering majors must satisfy the Core Curriculum specified by the University. In addition to categories covered under the major requirements above, the Electrical Engineering program requires the following specific courses: Engineering Ethics (PHIL 342), communications (COMM 103, or NAVS 201 for students in NROTC) and economics (ECON 101 or ISYE 220).

It is possible to meet the EAC/ABET curriculum requirements and the USD Core Curriculum requirements in fewer than the nominal 149 units. Up to 9 units of the

## R E Q U I R E D P R O G R A M O F S T U D Y E L E C T R I C A L E N G I N E E R I N G U P P E R - D I V I S I O N

JUNIOR YEAR	JUNIOR YEAR	SENIOR YEAR I	SENIOR YEAR I	SENIOR YEAR 2
SEMESTER I	SEMESTER II	SEMESTER I	SEMESTER II	SEMESTER I
ELEC 301 (4)	ELEC 302 (4)	ELEC 320 (3)	ELEC 460 (4)	ELEC 492 (3)
ELEC 310 (4)	ELEC 340 (4)	ELEC 430 (4)	ELEC 491 (3)	ELEC elective (3)
ENGR 311 (3)	ELEC 350 (3)	ELEC 470 (4)	ELEC elective (3)	CC electives (9)
MATH 311 (3)	MATH 315* (3)	ENGR 401W (3)	PHIL 342 (3)	
CC elective (3)	CC elective (3)	CC elective (3)	CC elective (3)	

Total Units (Standard Pattern): 149

\*Electrical Engineering students may substitute MATH 350 or ISYE 330 for MATH 315.

USD Core Curriculum requirements (written literacy, logic, and foreign language) can be satisfied by demonstrating competency in the particular area. Each demonstrated competency will reduce the minimum number of units required for the degree by 3 units. Consult an Electrical Engineering advisor for evaluation of credits.

### Available Minors

The Electrical Engineering standard pattern qualifies students for a minor in mathematics without any additional courses. Interested majors should apply to the Mathematics department for specific approval of the minor. Minors are possible in other areas, particularly Physics, but also Computer Science, Business Administration, etc., by the addition of courses not included in the engineering standard patterns. The interested student should consult this *Bulletin* or the specific department for guidance, as well as an Engineering advisor for career-oriented advice.

## BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN INDUSTRIAL AND SYSTEMS ENGINEERING

*Industrial and Systems Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)]*

Industrial and Systems Engineering (ISyE) applies basic engineering skills from mathematics and the physical sciences, specialized analysis techniques, and an understanding of how people interact with machines and each other to design and evaluate the performance of systems in industry and in the service sector. Examples of the types of systems that may be analyzed by ISyEs include health care delivery systems, product distribution systems, and manufacturing systems. The factor that most distinguishes ISyE from other engineering disciplines is the attention devoted to human involvement in the systems being analyzed.

### Educational Objectives

The ISyE program seeks to develop graduates who:

1. Have established careers in industrial and systems engineering in industry, service, consulting, or government organizations.
2. Design, develop, implement, and improve integrated industrial and service systems to achieve organizational goals.
3. Collaborate with others as a members or leaders of engineering or multidisciplinary teams.
4. Continue to develop skills in engineering, business, management, or other industrial and systems engineering related fields.

To achieve these objectives, course work in the ISyE program emphasizes the process of developing analytical models for real-world systems and using computer-based techniques to explore ways in which the systems can be made to function more efficiently. The upper-division ISyE courses emphasize the general principles of designing and evaluating systems, and the application of these principles to many different types of system. Students also select one course in a technical area of personal interest. Because the analysis of systems frequently requires an understanding of topics from the field of business administration, the ISyE program appropriately draws upon the expertise of the faculty in the School of Business Administration.

The ISyE major student is expected to be involved in professional aspects of the field. Since the engineering profession places a high value on professional society involvement, students enrolled in the Industrial and Systems Engineering major are expected to be active student members of the Institute Industrial Engineers (IIE).

### Requirements for the Industrial and Systems Engineering Major

#### 149 units

The mathematics, science, and engineering courses listed below also satisfy the Core Curriculum requirements in mathematics competency, natural sciences, and the upper-division writing course.

## REQUIRED PROGRAM OF STUDY INDUSTRIAL AND SYSTEMS ENGINEERING UPPER-DIVISION

<u>JUNIOR YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR I</u>	<u>SENIOR YEAR I</u>	<u>SENIOR YEAR 2</u>
<b>SEMESTER I</b>	<b>SEMESTER II</b>	<b>SEMESTER I</b>	<b>SEMESTER II</b>	<b>SEMESTER I</b>
ENGR 311 (3)	ISYE 335 (4)	ENGR 401W (3)	ISYE 410 (4)	ISYE 492 (2)
ISYE 310 (4)	ISYE 340 (3)	ISYE 430 (3)	ISYE 420 (4)	ISYE program
ISYE 320 (3)	ISYE 350 (4)	ISYE 440 (3)	ISYE 470 (3)	elective (3)
ISYE 330 (3)	CC electives (6)	ISYE 450 (4)	ISYE 491 (2)	CC electives (12)
CC elective (3)		ISYE 460 (3)	PHIL 342 (3)	

Total Units (Standard Pattern): 149

*Mathematics and Basic Science Requirements*

30-33 units

Mathematics (18 units): MATH 150, 151, 250, 310, or 320;

Physics (8-11 units): PHYS 270, 271, 272 (or MENG 260)

Chemistry (4 units): CHEM 151, 151L

Life Science Elective (3 units)

*Engineering Core Requirements*

28-31 units

These courses include units in engineering science and other subject requirements in support of engineering practice: ELEC 200 or 201; ENGR 101, 102, 121, 311, 401W; ISYE 220, 330; MENG 210, 260 (or PHYS 272).

*Industrial and Systems Engineering Requirements*

49 semester-units

These courses include units in ISyE science and design. There are fourteen required ISyE courses: ISYE 310, 320, 335, 340, 350, 410, 420, 430, 440, 450, 460, 470, 491, and 492. Students also select one additional ISyE program elective (3 units). This course may be any course related to the practice of ISyE and is approved by the student's advisor.

*Core Curriculum (CC) Requirements*

39 units

All ISyE majors must satisfy the Core Curriculum specified by the University. In addition to categories covered under the ISyE major requirements below, the ISyE program requires the following specific Core Curriculum courses: engineering ethics (PHIL 342) and communications (COMM 103, or NAVS 201 for students in NROTC).

It is possible to meet the EAC/ABET curriculum requirements and the USD Core Curriculum requirements in fewer than the nominal 149 units. Up to 9 units of the USD Core Curriculum requirements (written literacy, logic, and foreign language) can be satisfied by demonstrat-

ing competency in the particular area. Each demonstrated competency will reduce the minimum number of units required for the degree by 3 units. Consult an ISyE advisor for evaluation of credits.

**BACHELOR OF SCIENCE/BACHELOR OF ARTS DUAL DEGREE PROGRAM IN MECHANICAL ENGINEERING**

Mechanical engineers research, develop, design, and manufacture engines, machines, and other mechanical devices for the benefit of society. They work on power-producing machines such as automobile and jet engines. They also develop power-using machines such as air-conditioners, robots, machine tools, and manufacturing equipment. Mechanical engineers are also at the forefront of newly developed technologies such as bioengineering, nanoengineering, environmental engineering, and renewable energy. Our Mechanical Engineering curriculum includes study in the following areas:

- *Thermal Sciences*, including thermodynamics, fluid mechanics, and heat transfer, with applications in the efficient conversion of energy that allows the development of commercial power plants, environmentally friendly lawn mower engines, and cryogenic medical devices used to treat cancer.
- *Mechanics and Materials*, including the analysis of machine elements, materials, and dynamics to improve products such as artificial knees, automobile suspensions, and space vehicles.
- *Design and Manufacturing*, including application of manufacturing processes and integration of engineering fundamentals from the thermal science, mechanics and materials areas in analysis and synthesis of mechanisms and machinery.

The USD Mechanical Engineering curriculum is broad-based, hands-on, and design-oriented. We emphasize a student-centered education in small classes with a liberal arts foundation. The first two years of study are substantial-

**REQUIRED PROGRAM OF STUDY  
MECHANICAL ENGINEERING UPPER-DIVISION**

<b>JUNIOR YEAR</b>	<b>JUNIOR YEAR</b>	<b>SENIOR YEAR I</b>	<b>SENIOR YEAR I</b>	<b>SENIOR YEAR 2</b>
<b>SEMESTER I</b>	<b>SEMESTER II</b>	<b>SEMESTER I</b>	<b>SEMESTER II</b>	<b>SEMESTER I</b>
ENGR 311 (3)	MENG 350 (4)	ENGR 401W (3)	MENG 430 (3)	ISYE 330* (3)
MENG 300 (3)	MENG 360 (3)	MENG 400 (3)	MENG 491 (3)	MENG 492 (3)
MENG 351 (2)	MENG 370 (3)	MENG 420 (3)	MENG elective (3)	MENG elective (3)
MENG 375 (3)	MENG 380 (3)	MENG 435 (2)	CC electives (6)	CC electives (6)
PHIL 342 (3)	MENG 385 (2)	MENG 460 (3)		
CC elective (3)	CC elective (3)	CC elective (3)		

Total Units (Standard Pattern): 149

\*Mechanical Engineering students may substitute MATH 315 for ISYE 330.

ly the same as for the Electrical Engineering and Industrial and Systems Engineering programs. The Mechanical Engineering dual B.S./B.A. program includes 149 units and has a standard course pattern with nine semesters. While the curriculum is designed to be completed in nine semesters, students may be able to complete the program in four years with a combination of prior preparation, AP credit, and summer study. An extensive laboratory component supports and complements theory and practice.

The Mechanical Engineering program prepares program graduates to work for small or large companies in most industries throughout Southern California, the United States, and internationally. Graduates may work in most industries, including aerospace, automotive, bioengineering, environmental, product design, and manufacturing industries. The program also prepares graduates for a career in government, to enter graduate school in an area related to mechanical engineering, as well as to pursue a professional degree, for example in business, law, or medicine. Student will be qualified to take the Fundamentals of Engineering exam as the first step towards professional registration.

Students majoring in Mechanical Engineering are expected to advance the integrity, honor, and dignity of their chosen profession. As part of these professional obligations, all Mechanical Engineering majors are expected to maintain student membership in the American Society of Mechanical Engineers (ASME).

### **Educational Objectives**

The Mechanical Engineering program seeks to develop graduates who are able to:

- Apply their mechanical engineering and broad academic backgrounds in their professional and personal endeavors;
- Adapt to evolving job responsibilities;
- Communicate effectively; and,
- Contribute and provide leadership in a team environment.

### **Professional Accreditation**

The Mechanical Engineering program is committed to pursuing, achieving, and maintaining accreditation by the Engineering Accreditation Commission (EAC) of the Accreditation Board of Engineering and Technology (ABET) on a schedule that will cover all of the program graduates.

### **Mechanical Engineering Advisory Board**

A Mechanical Engineering Advisory Board has been established with members representing current students, parents, higher education, and local industries. In the future the Board will also represent the interests of government and alumni. The Board contributes to the on-going development of the Mechanical Engineering program, and provides mentorship and internship opportunities to our students.

### **Requirements for the Mechanical Engineering Major 149 semester-units**

The Mathematics, Science, and Engineering courses listed below also satisfy the Core Curriculum requirements in mathematics competency, natural sciences, and the upper-division writing course.

#### *Mathematics and Basic Science Requirements* 33 units

Mathematics (18 units): MATH 150, 151, 250, 310, and ISYE 330 (or MATH 315)

Physics (8 units): PHYS 270 and 271

Chemistry (4 units): CHEM 151, 151L

Life Science elective (3 units)

#### *Engineering Core Requirements* 25-28 units

These courses include units in engineering science, computer programming, engineering design, and other subject requirements in support of engineering practice: ELEC 200 or 201; ENGR 101, 102, 121, 311, 401W; ISYE 220 (or ECON 101); MENG 210, 260.

#### *Mechanical Engineering Requirements* 49 units

These courses include units in mechanical engineering science, laboratory, and design. There are 15 required courses: MENG 300, 350, 351, 360, 370, 375, 380, 385, 400, 420, 430, 435, 460, 491, and 492. Students also select two additional Mechanical Engineering elective courses. A list of approved Mechanical Engineering electives is available from the coordinator of Mechanical Engineering.

#### *Core Curriculum (CC) Requirements* 39-42 units

All Mechanical Engineering majors must satisfy the Core Curriculum specified by the University. In addition to categories covered under the major requirements above, the Mechanical Engineering program requires the following specific courses: Engineering Ethics (PHIL 342), communications (COMM 103, or NAVS 201 for students in NROTC), and economics (ECON 101 or ISYE 220).

It is possible to meet the EAC/ABET curriculum requirements and the USD Core Curriculum requirements in fewer than the nominal 149 units. Up to 9 units of the USD Core Curriculum requirements (written literacy, logic, and foreign language) can be satisfied by demonstrating competency in the particular area. Each demonstrated competency will reduce the minimum number of units required for the degree by 3 units. Consult a Mechanical Engineering advisor for evaluation of credits.

# Course Descriptions

**Note:** Most engineering, and many mathematics and science courses, required by the Engineering program are offered only in the fall or spring semester, but not both. Consult individual course sections for semester offering pattern, or see an Engineering advisor.

## GENERAL ENGINEERING COURSES (ENGR)

### 101 Introduction to Engineering (3)

[Required Preceptorial, Freshman fall semester]

Introduction to the field of engineering. Exploration of problem solving in lecture and laboratory projects in differing engineering disciplines. Introduction to engineering software tools. Intended for majors in engineering or those exploring careers in engineering. Four hours lecture-recitation-laboratory weekly. Prerequisites: Concurrent enrollment in MATH 115 or 150 required. (Every fall semester)

### 102 Introduction to Engineering Design Practice (3)

Planning, development, implementation, and documentation of a team design project including project proposals, design status reports, and final project reports. Topics in engineering graphics. Four hours lecture-recitation-laboratory weekly. Prerequisites: ENGR 101. Concurrent enrollment in MATH 150 and PHYS 270. Concurrent enrollment in MATH 151 recommended. (Every spring semester)

### 121 Engineering Programming (3)

Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output; object-oriented programming. Three hours lecture weekly. Prerequisites: MATH 150.

### 294 Special Topics in Engineering (1-4)

Special topics in various areas of engineering science theory and practice, including laboratory. May be used to correct certain deficiencies in transfer work or for special projects. Prerequisite: Sophomore standing in engineering and permission of the instructor. May be repeated for credit for up to four units total toward degree requirements.

### 298 Internship/Co-op Experience (1-3)

Directed lower-division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit. Prerequisites: Permission of the Engineering direc-

tor; MENG 210 and ELEC 200 or 201 recommended. (Every summer)

### 311 Engineering Materials Science (3)

Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Prerequisites: CHEM 151 and 151L or equivalent; PHYS 271; MATH 151. PHYS 272 completed or concurrent recommended. (Every fall semester)

### 401W Engineering Communications (3)

Planning and preparing engineering publications and oral presentations based on directed library research to current engineering topics and practice. Written and oral reports in an engineering/management context. Three hours lecture-recitation weekly. Prerequisites: Junior standing in an Engineering major. Completion of COMM 103 or NAVS 201 recommended.

## ELECTRICAL/ELECTRONICS ENGINEERING COURSES (ELEC)

### 102 Introduction to Electro-Technology (3)

Introduction to the underlying scientific principles of electrical and electronic technologies encountered in our daily lives. This course answers how and why for the student with minimal background in physical science. Foundations of both historic and emerging technologies, and how they affect our environment and society, are presented. This course fulfills a non-laboratory Core Curriculum physical science requirement for non-majors. Three hours lecture-recitation-demonstration per week.

### 200 Electrical Engineering Principles and Applications (4)

Introduction to the basic concepts related to circuits and circuit elements, power, and semiconductor devices. Selected topics that illustrate the variety of applications of electrical engineering. Three hours lecture and one three-hour laboratory weekly. Prerequisites: MATH 151, PHYS 271; concurrent enrollment in MATH 310. Not open to Electrical Engineering majors. (Every spring semester)

### 201 Electrical Circuits (4)

Electrical element physical behavior and component models; network laws and analysis techniques; time and frequency domain techniques for the analysis of linear networks; computer-aided analysis using SPICE or approved equivalent; introduction to AC power; laboratory circuit design, testing, and verification. Three hours lecture and one three-hour laboratory weekly. Prerequisites: MATH

151, PHYS 271; concurrent enrollment in MATH 310. (Every spring semester)

### **301 Electronics I (4)**

Analysis and design of analog and digital electronic devices, circuits, and systems including single and multiple transistor amplifiers, logic gates, and other digital logic building block elements; low frequency models of bipolar junction transistors and field effect transistors; design features and characteristics of integrated circuit operational amplifiers; computer-aided analysis and design using SPICE; laboratory design, testing, and verification. Three hours lecture and one three-hour laboratory weekly. Prerequisite: ELEC 201 or equivalent. (Every fall semester)

### **302 Electronics II (4)**

Electronic circuit design including integrated circuit realizations; computer-aided design using SPICE; power amplifiers and output stages; design of feedback amplifiers and active filters; frequency response including high frequency models of electronic devices; laboratory design, testing, and verification. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ELEC 301, concurrent enrollment in ELEC 350. (Every spring semester)

### **310 Introduction to Microcomputers (4)**

Introduction to a basic microprocessor and its applications; microcomputer systems organization; memory and I/O device interfacing; assembly language programming of a basic microprocessor; use of assemblers and other development tools. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 121, ELEC 201 or equivalent, and consent of instructor. (Every fall semester)

### **320 Principles of Electrical Power (3)**

Fundamentals of electrical power circuits and devices; electromechanical energy conversion; theory and analysis of magnetic circuits and transformers; theory and analysis of DC and AC electric machines, including steady-state and dynamic characteristics. Three hours lecture weekly. Prerequisites: ELEC 201 or equivalent, MATH 310. (Every fall semester)

### **340 Systems Logic Design (4)**

Analysis and design of combinational and sequential digital circuits; digital circuit design using MSI, LSI, and VLSI; digital systems design using programmable logic devices; design and simulation using a hardware description language; asynchronous sequential logic; digital electronics. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ELEC 310, 301. (Every spring semester)

### **350 Signals and Systems (3)**

Mathematical modeling of physical systems; methods of analysis for linear, time-invariant systems; time and fre-

quency domain analysis; Fourier series; Laplace and Fourier Transform methods of analysis; state variable representation; sampling theorem; simulation diagrams; introduction to discrete-time approximations and analysis; computer-aided analysis and simulation using MATLAB or equivalent. Three hours lecture weekly. Prerequisites: ENGR 121 or equivalent, ELEC 201 or equivalent, and MATH 310. (Every spring semester)

### **410 Microcomputer-Based Systems Design (4)**

Use of microcomputer as an engineering system component in design; systems characteristics and programming of microprocessors, microcontrollers, and related architectures; data acquisition, control, timing, I/O, and interfacing; use of computer-aided tools for design and evaluation of microcomputer-based systems; design projects. Prerequisite: ELEC 340.

### **430 Applied Electromagnetics (4)**

Principles of electromagnetic fields, propagation, and transmission; Maxwell's equations and classical solutions using boundary conditions; microwave transmission line principles and applications; waveguides; introduction to antennas. Computer-aided analysis and design. Three hours lecture and one three-hour laboratory weekly. Prerequisites: MATH 311, PHYS 271, ELEC 301 and 350. (Every fall semester)

### **432 Radio Frequency and Microwave Engineering (4)**

An introduction to the design and analysis of active and passive radio frequency and microwave circuits. Topics include radio frequency and microwave circuit analysis, measurement methods, transmission line structures, matching networks, oscillators, and mixers. Computer-aided analysis and design. Prerequisites: MATH 311, ELEC 302, and ELEC 430 completed or concurrent. Co-requisite: ELEC 470.

### **450 Digital Signal Processing and Applications (4)**

Analysis and design of sampled-data and discrete-time systems; z-transform and state-space techniques; introduction to hardware implementation; principles of digital signal processing and control, including noise considerations; computer-aided analysis and design. Prerequisites: ELEC 350 and MATH 315 or equivalent completed or concurrent.

### **456 Biomedical Instrumentation (4)**

Techniques and equipment used by engineers in biomedical signal acquisition, biomedical signal analysis, and medical environment. Theory and application of biomedical technology. Basics of and requirements for biosignal transducing, amplification, and processing. Topics include current biomedical imaging technology, biomedical safety, and biomedical ethics. Prerequisite: ELEC 302.

#### **460 Control Systems Engineering (4)**

Analysis and design of linear feedback systems; control components; time, frequency, and transform domain representations and design techniques; systems specifications, performance indices, evaluation and testing; controller and compensator design; complex frequency and state-variable techniques. Introduction to sampled-data systems. Computer-aided design and simulation. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ELEC 320, 350, and MATH 311. (Every spring semester)

#### **470 Communication Principles and Circuits (4)**

Signal analysis; analog and digital modulation and detection techniques; modern communication circuits and devices. Application of probability theory and random processes to communication systems. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ELEC 302, 350, and MATH 311, 315 or equivalent completed or concurrent. (Every fall semester)

#### **472 Wireless and Digital Communications (4)**

Digital and wireless communication systems and modulation techniques. Schemes for multiplexing and multiple access in wireless networks. Propagation and channel coding issues. Practical issues in the design and development of cellular, satellite-based, and other wireless communication systems. Prerequisite: ELEC 470.

#### **480 Optoelectronic Materials and Devices (4)**

Introduction to the operation and design of optoelectronic materials and devices including compound semiconductors, fabrication, crystal growth, and devices such as lasers, LEDs, and detectors. Prerequisites: ENGR 311 and ELEC 301 completed or concurrent.

#### **491 Electrical Engineering Design and Practice I (3)**

Proposal and design phase of a capstone project culminating in a documented and approved project to be completed in Electrical Engineering Design and Practice II (ELEC 492). Computer-aided design techniques to study design alternatives and support the final design selection: evaluation of realistic design constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; periodic oral and written reports. Two hours lecture-recitation and one three-hour laboratory weekly. Prerequisites: ENGR 401W, ELEC 302, ELEC 340. (Every spring semester)

#### **492 Electrical Engineering Design and Practice II (3)**

Principles of engineering design of electrical and electronic circuits and systems; technical and non-technical considerations; planning, implementation, evaluation, and documentation of an engineering design project; written and oral proposal, design reviews, and final project report;

application and computer-aided analysis and design. Two hours lecture-recitation and one three-hour laboratory weekly, or approved equivalent via a sponsored internship project. Prerequisites: ELEC 491. (Every fall semester)

#### **494 Special Topics in Electrical Engineering (1-4)**

Special topics seminar in areas of special interest to current engineering practice in electrical/electronics/computer engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

#### **498 Internship/Co-op Experience (1-3)**

Directed upper-division-level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second-semester junior standing in the EE major or consent of instructor. (Every summer)

#### **499 Independent Study (1-3)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the EE major or approval of instructor. (Every semester)

### **INDUSTRIAL AND SYSTEMS ENGINEERING COURSES (ISYE)**

#### **220 Engineering Economics (3)**

Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly. Prerequisite: Sophomore standing in Engineering. (Every spring semester)

#### **310 Work Analysis and Design (4)**

Introduction to the fundamental methods for analyzing and designing procedures to perform operations in the workplace. Includes time and motion study, methods improvement, and workplace design. Ergonomic and safety issues associated with efficient design are presented. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 101, MATH 151, Junior standing in Engineering. (Every fall semester)

#### **320 Introduction to Systems Engineering (3)**

Introduction to the theory and methods used to design and analyze systems. Principles of the system life-cycle including problem identification, description, modeling, solution, and implementation. Three hours lecture weekly. Prerequisites: ENGR 101, MATH 151, Junior standing in Engineering. (Every fall semester)

### **330 Engineering Probability and Statistics (3)**

Introduction to applied statistical analysis. Topics will include probability, sample statistics, distributions, hypothesis testing, and linear regression. Three hours lecture weekly. Prerequisite: MATH 250 completed or concurrent. (Every fall semester)

### **335 Statistical Process Control (4)**

Application of statistics to increasing quality and productivity. Deming's philosophy of quality, process control charts, Continuous Quality Improvement tools, and Total Quality Management. Three hours lecture and one three-hour laboratory weekly. Prerequisite: ISYE 330. (Every spring semester)

### **340 Operations Research I (3)**

Methods for developing and analyzing deterministic mathematical models. Topics include linear programming, networks, and integer programming. Three hours lecture weekly. Prerequisites: MATH 250, MATH 310 or 320. (Every spring semester)

### **350 Manufacturing Processes (4)**

Description, classification, and analysis of manufacturing processes used in the transformation of metal, polymers, and ceramics into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality and cost, and the design of process plans. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 311, MENG 210. Cross-listed as MENG 350. (Every spring semester)

### **410 Human Factors (4)**

An introduction to the field of human factors engineering. Principles of workplace and environmental design to conform to the physical and mental abilities and limitations of people are presented. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ISYE 310, 320. (Every spring semester)

### **420 Simulation of Production and Service Systems (4)**

Modeling and analysis of systems using computer-based discrete event simulation. Principles of modeling, validation, and output analysis are developed using high-level simulation languages. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 121 or equivalent, ISYE 440 completed or concurrent. (Every spring semester)

### **430 Design and Analysis of Engineering Experiments (3)**

Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to the improvement of products, processes, and services. Topics will include analysis of vari-

ance, single factor experiments, factorial and fractional factorial experimental designs, robust design, and response surface methods. Three hours lecture weekly. Prerequisite: ISYE 330, ISYE 335, or consent of instructor. (Every fall semester)

### **440 Operations Research II (3)**

Methods for developing and analyzing stochastic mathematical models. Topics include Poisson processes, Markov processes, queuing, and decision analysis. Three hours lecture weekly. Prerequisites: ISYE 330, 340. (Every fall semester)

### **450 Manufacturing Systems (4)**

Application of computer technology to manufacturing operations. Description of current technology and the study of methods and decision variables used in the design of manufacturing systems. Topics include: CAD/CAM, numerical control, robotics, sensors, computer vision, group technology, flexible manufacturing systems, and computer integrated manufacturing. Three hours lecture and one laboratory weekly. Prerequisites: ELEC 200, ENGR 121, ISYE 350. (Every fall semester)

### **460 Production Planning and Control (3)**

Introduction to production planning and control techniques and their application to designing integrated production systems. Emphasis on the development and use of mathematical models and algorithms used to analyze and improve the use of material, labor and information in production environments. Three hours lecture weekly. Prerequisites: ISYE 220, 340. (Every fall semester)

### **470 Facilities Planning (3)**

Analysis and design of production and service facilities. Analytical and computer-based techniques to assist with strategic planning, process design, material handling and flow, layout, and facility location. Three hours lecture weekly. Prerequisite: ISYE 440, ISYE 450 and 460 completed or concurrent, ISYE 420 completed or concurrent recommended. (Every spring semester)

### **490 Industrial Engineering Design (4)**

Capstone senior design project. Application of principles of Industrial Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report and presentation. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 401W; Credit or concurrent registration in ISYE 335, 350, 410, 420, 470.

### **491 ISyE Professional Practice (2)**

Development of skills and knowledge needed to successfully manage projects in ISyE. Topics include project management, teamwork, the role of ISyE in an organization, and career planning. Two hours lecture weekly.

Prerequisites: Senior standing in ISyE, ENGR 401W completed or concurrent, PHIL 342. (Every spring semester)

#### **492 ISyE Design Project (2)**

Capstone Senior design project. Application of principles of Industrial Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report, and presentation. Two three-hour laboratories weekly. Prerequisites: ENGR 401W, Credit or concurrent registration in ISYE 335, 350, 410, 420, 470. (Every summer and fall semester)

#### **494 Special Topics in Industrial and Systems Engineering (1-4)**

Special topics seminar in areas of special interest to current engineering practice in Industrial and Systems Engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

#### **498 Internship/Co-op Experience (1-3)**

Directed upper-division-level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisite: Second-semester junior standing in the ISyE major or consent of instructor.

#### **499 Independent Study (1-3)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the ISyE major or approval of instructor.

### **MECHANICAL ENGINEERING COURSES (MENG)**

#### **210 Statics (3)**

Equilibrium analysis of particles and rigid bodies using vector analysis of forces and moments in two and three dimensions; free body diagrams; friction; analysis of trusses; distributed forces; basics of shear and moment diagrams; centroids; and moments of inertia. Three hours lecture weekly. Prerequisites: PHYS 270, MATH 150, MATH 250 completed or concurrent recommended. (Every fall semester)

#### **260 Introduction to Thermal Sciences (3)**

Introduction to basic engineering thermodynamics, fluid mechanics, and heat transfer. Applications to engineering systems. Three hours lecture weekly. Prerequisite: MATH 151. (Every spring semester)

#### **300 Applied Thermodynamics (3)**

Further development of concepts from classical thermodynamics. Application of laws of thermodynamics to gas and vapor power cycles, mixtures of gases and vapors, and refrigeration cycles. Moist air analysis and chemically reacting systems. Three hours lecture weekly. Prerequisite: MENG 260. (Every fall semester)

#### **350 Manufacturing Processes (4)**

Description, classification, and analysis of manufacturing processes used in the transformation of metal, polymers, and ceramics into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality and cost, and the design of process plans. Three hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 311, MENG 210. Cross-listed as ISYE 350. (Every spring semester)

#### **351 CAD and Machine Shop Practices (2)**

Introduction to 3D computer-aided design of components and assemblies using parametric solid modeling. Introduction to metal and wood working machines and practices, with emphasis on development of basic competence and safety. Two three-hour laboratories weekly. Prerequisite: ENGR 102. (Every fall semester)

#### **360 Fluid Mechanics (3)**

Basic laws of fluid mechanics with applications to engineering problems, including dimensional analysis and similitude, boundary layer analysis, internal and external flows, compressible flow, and turbomachinery analysis. Three hours lecture weekly. Prerequisites: MATH 310, MENG 260. (Every spring semester)

#### **370 Mechanics of Materials (3)**

Analytical methods for determining stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, and deflection in beams. Three hours lecture weekly. Prerequisites: ENGR 311, MENG 210. (Every spring semester)

#### **375 Dynamics (3)**

Analysis of dynamics of particles and rigid bodies using vector methods in two and three dimensions. Topics include kinematics and kinetics of translational and rotational motion, and energy and momentum methods. Three hours lecture weekly. Prerequisite: MENG 210. (Every fall semester)

#### **380 Machine Design I (3)**

Kinematics and dynamic analysis of machinery; mechanism synthesis techniques for function, motion, path generators; design applications with linkages, cams, and gears. Three hours lecture weekly. Prerequisite: MENG 375. (Every spring semester)

**385 Mechanical Engineering System Laboratory I (2)**

Engineering experimentation, including instrumentation theory, data analysis, and design of experiments. Experiments selected from engineering materials, mechanics, thermodynamics, and fluid mechanics. Two three-hour laboratories weekly. Prerequisites: ELEC 200 or 201; ENGR 311; MENG 370; concurrent enrollment in MENG 360. (Every spring semester)

**400 Heat Transfer (3)**

Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture weekly. Prerequisites: MENG 360. (Every fall semester)

**420 Computer Applications in Mechanical Engineering I (3)**

Mechanical design and analysis using commercially available solid modeling, kinematics, and FEA computer software. Numerical methods such as regression analysis, numerical differentiation, and integration will be covered. An introduction to finite difference and finite element methods will also be presented. Two hours lecture and one three-hour laboratory weekly. Prerequisites: ENGR 102, MATH 250 and 310, MENG 370. (Every fall semester)

**430 Machine Design II (3)**

Analysis and design of mechanical components against failures under steady and fatigue loads. Design applications of various machine elements such as shafts, bearings, gears, springs, and fasteners. These are integrated into mini-design projects required of all students. Three hours lecture weekly. Prerequisites: MENG 380 and concurrent enrollment in MENG 420. (Every spring semester)

**435 Mechanical Engineering System Laboratory II (2)**

Experiments selected from sub disciplines of mechanical engineering including fluid mechanics, heat transfer, dynamics, and vibrations. Two three-hour laboratories weekly. Prerequisites: MENG 375 and 385. Concurrent enrollment in MENG 400 and 460. (Every fall semester)

**460 System Dynamics and Vibrations (3)**

Analysis and design of dynamic systems in various engineering domains; modeling of mechanical and electrical systems, free and forced responses, time and frequency domain analysis, applications in isolation and control of mechanical vibrations, and vibration measuring instruments. Three hours lecture weekly. Prerequisites: MENG 375 and 420. (Every spring semester)

**470 Finite Element Analysis (3)**

Generation and assembly of finite element matrices for one and two-dimensional problems. Finite element formulations are developed using weighted residual methods. Modeling and practical applications in solid mechanics, fluid flow, and heat transfer. Three hours lecture weekly. Prerequisites: MENG 360, 370, 400, and 420.

**491 Senior Design Project I (3)**

This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on the chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well as written and oral presentation skills. Two-hour lecture-recitation and one three-hour laboratory weekly. Prerequisites: ENGR 401W; MENG 400; concurrent enrollment in MENG 430. (Every fall semester)

**492 Senior Design Project II (3)**

Mechanical engineering capstone design experience in a simulated industrial environment. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing, and evaluation, as well as consideration of issues related to ethics, economics, safety, and professional practice. Two-hour lecture-recitation and one three-hour laboratory weekly. Prerequisite: MENG 491 (Every fall semester)

**494 Special Topics in Mechanical Engineering (1-4)**

Special topics seminar in areas of special interest to current engineering practice in mechanical engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

**498 Internship/Co-op Experience (1-3)**

Directed upper-division-level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisite: Second semester junior standing in the ME major or approval of instructor.

**499 Independent Study (1-3)**

Individual design or research project under the general supervision of participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second-semester junior standing in the ME major or approval of instructor.

# Paralegal Studies Certificate Program

Susan M. Sullivan, M.A., Director

The Paralegal Studies Certificate Program is offered for students who are interested in law-related careers. The program can provide useful insights for students interested in law school, as well as give a basis for future decisions about their legal career.

Paralegals are trained members of a legal team who work under the supervision of attorneys. They are involved in most phases of legal services, including interviewing of clients, legal research, and the drafting of documents. Graduates of the program are employed by law firms, banks, corporations, and government agencies.

Students who successfully complete the program receive a certificate upon their graduation from USD. Employment assistance is available to graduates. Pre-employment workshops aid the student in preparing for the job search. This program is approved by the American Bar Association.

Students must formally apply for admission to the program and be accepted before they register for any Paralegal Studies courses. To be considered for the program, students must have achieved second-semester junior standing at USD and a grade point average of at least 3.0. All courses must be taken for a letter grade.

Courses are taught by practicing attorneys, each of whom has experience in his or her respective field of law.

The undergraduate certificate program in Paralegal Studies includes 18 units of course work. All students in the program must complete PLST 400, 405, and 498. ENGL 304W or an upper-division English literature course is a prerequisite or may be taken concurrently with PLST 400 and 405. In addition, each student selects one specialty course from PLST 420 or 450. Students must also take a non-credit computer class. Contact the program office or view the Web site at <http://www.sandiego.edu/paralegal> for more information.

## COURSES (PLST)

### 400 Introduction to Law (2)

This course will familiarize students with the nature, meaning, and source of law; the organization of the legal system and the legal profession; law office procedures; professional ethics; and areas not covered in the specialty.

### 405 Legal Research (2)

Students will develop the skills necessary to do legal research by studying the structure of state and federal courts, as well as learning how to use primary and secondary sources of law; judicial reports; case findings; and annotated law reports.

### 420 Business Litigation (9)

This course will provide students with an understanding of the laws, procedures, and skills that are part of the legal business practice. Students will get exposure to contracts, understand the different types of business entities, and become familiar with the basics of the litigation process. Included will be the impact of real estate transactions and development on business.

### 450 General Litigation (9)

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and contracts. Civil and criminal litigation will include both federal and state court rules, and will emphasize procedures for processing cases through the court system. State court practice will be based on California law, but with sufficient understanding to be adapted to other states.

### 498 Internship (2)

Students are placed in law offices, legal clinics, government agencies, and corporations to gain legal experience by working in the business environment.

## RECOMMENDED PROGRAM OF STUDY

### JUNIOR YEAR

SEMESTER I  
ENGL 304W (3) or  
comparable writing course

SEMESTER II  
PLST 400 (2)  
PLST 405 (2)

### SENIOR YEAR

SEMESTER I  
PLST 420 (9) or  
PLST 450 (9)

SEMESTER II  
PLST 498 (2)

# School of Leadership and Education Sciences



## School of Leadership and Education Sciences

The School of Leadership and Education Sciences is a National Council for Accreditation of Teacher Education (NCATE) professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, and administration in school and non-school settings.

The School of Leadership and Education Sciences offers credential and degree programs in various professional areas including elementary, secondary, bilingual, and special education. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes that facilitate personal attention and instructor accessibility.

In addition, the School of Leadership and Education Sciences offers undergraduates the opportunity to enroll in the Leadership Studies minor, the American Humanics program, and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Leadership and Education Sciences offers a Master of Arts in Leadership Studies (M.A.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Arts in Counseling (M.A.), Master of Arts in Marital and Family Therapy (M.A.), and the Doctorate in Leadership Studies and Learning and Teaching (Ed.D.). Please refer to the current *Graduate Bulletin* for more information regarding these programs.

The School of Leadership and Education Sciences also offers credential services for its students. Please see the School of Leadership and Education Sciences' Credential Analyst for more information.

### **DATES AND DEADLINES**

It is the student's responsibility to meet the deadlines published in this *Bulletin*.

## Administration and Faculty

Paula A. Cordeiro, Ed.D.  
Dean

Brian S. Canfield, Ed.D.  
Associate Dean

Martha Chávez, M.S.  
Assistant Dean

Gary Neiger, B.A.  
Director of Development

Susan Zgliczynski, Ph.D.  
Director, Counseling Program

Jerome J. Ammer, Ph.D.  
Chair, Department of Learning and Teaching

Todd Edwards, Ph.D.  
Director, Marital and Family Therapy Program

Cheryl Getz, Ed.D.  
Director, Leadership Studies Program

Teresa VanHorn, M.Ed.  
Director, American Humanics and Coordinator, Leadership Minor

Tedi Kostka, B.A.  
Credential Analyst

Linda Siefert, Ed.D.  
Director of Assessment

Vickie Souza, Ph.D.  
Director of Field Experiences, Department of Learning and Teaching

Rondi Stein, B.A.  
Budget and Operations Manager

Andrea Saltzman, M.A.  
User Services Consultant

Kathy Estey, B.A.  
Program Specialist, Department of Learning and Teaching

John R. Mosby, M.A.  
Director of Outreach and Recruitment

Peggy Hetherington, M.S.  
Director of Field Experiences, Counseling and Leadership Studies Programs

### **Faculty**

Viviana Alexandrowicz, Ph.D.

Jerome J. Ammer, Ph.D.

Donna Barnes, Ph.D.

Kathryn Bishop-Smith, Ph.D.  
Sandy Buczynski, Ph.D.  
Kathleen Collins, Ph.D.  
Paula A. Cordeiro, Ph.D.  
Maria Luiza Dantas, Ph.D.  
Edward F. DeRoche, Ph.D.  
Robert Donmoyer, Ph.D.  
Anne Donnellan, Ph.D.  
Todd Edwards, Ph.D.  
Ana Estrada, Ph.D.  
Fred Galloway, Ed.D.  
Steven Gelb, Ph.D.  
Cheryl Getz, Ed.D.  
Kenneth Gonzalez, Ph.D.  
C. Bobbi Hansen, Ed.D.  
Lea Hubbard, Ph.D.

Robert Infantino, Ed.D.  
Noriyuki Inoue, Ph.D.  
Ronn Johnson, Ph.D.  
Lori Low, Ph.D.  
Judy Mantle, Ph.D.  
Theresa Monroe, R.S.C.J., Ed.D.  
Jo Ellen Patterson, Ph.D.  
Athena Perrakis, Ph.D.  
Reyes Quezada, Ed.D.  
Jaime Romo, Ed.D.  
Lonnie L. Rowell, Ph.D.  
Mary Scherr, Ph.D.  
Kendra Sisserson, Ph.D.  
Lee Williams, Ph.D.  
Susan Zgliczynski, Ph.D.

## Programs

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### DEPARTMENT OF LEARNING AND TEACHING

In the State of California, classroom teachers are credentialed by the California Commission on Teacher Credentialing (CCTC) upon the recommendation of colleges and universities with approved teacher education programs. At the University of San Diego, it is possible for students to graduate in four years with a bachelor's degree and a teaching credential in several areas: the preliminary Multiple Subject Credential (with an option for BCLAD emphasis) for teaching in elementary education, the Level I Education Specialist Credential for teaching in Special Education in early childhood education or in grades K-12 (Mild/Moderate or Moderate/Severe), and the preliminary Single Subject Credential for teaching in secondary education.

In order to pursue an academic program leading to a degree and teaching credential, students must declare their major as early as possible by filing the appropriate form. In addition, students are required to make a formal application to the Teacher Credential program in the second semester of their sophomore year, or soon after declaring their major, should that occur in the junior year. To be admitted to the Teacher Credential program, students must pass the California Basic Educational Skills Test (CBEST), complete an application, submit a recommendation, and be interviewed by a faculty member in the Department of Learning and Teaching. A minimum 2.75 cumulative grade point average is required for admission to the Teacher Credential program and must be maintained

throughout the program. A grade of B– or higher is required in all Professional Preparation courses, and a C– or better in all upper-division courses.

The California Commission on Teacher Credentialing (CCTC) regularly revises program requirements to meet new standards. Please consult the School of Leadership and Education Sciences for the most up-to-date program information.

### CREDENTIAL PROGRAMS

#### Multiple Subject Credential with optional BCLAD emphasis

USD offers a Multiple Subject Credential program, which prepares students for teaching in self-contained settings in elementary schools and some middle school classrooms. This program is completed along with the Liberal Studies major, which helps prepare students in the subjects taught in elementary classrooms. Students demonstrate subject-matter competence by passing the CSET: Multiple Subject examination. A description of the Liberal Studies major is contained in the College of Arts and Sciences section of this *Bulletin*. Depending on the amount of advanced standing with which students enter USD, it may be necessary for students to take course work during the Summer Sessions, Intersession, and/or carry 18 units during several semesters of undergraduate study in order to complete the requirements for the Liberal Studies major and professional teacher preparation in four years. Students may choose to complete some of their professional preparation course work, such as student teaching, as graduate students.

Students will complete the Liberal Studies major and the following professional preparation course work:

- EDSP 389 – Healthy Environments and Inclusive Education (3)
- EDUC 381C – Multicultural and Philosophical Foundations of Education (3)
- EDUC 382 – Psychological Foundations of Education in a Diverse Society (3)
- EDUC 383P – Methods of Teaching Reading and Language Arts (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)
- EDUC 385P – Elementary Curriculum Methods (6)
- EDUC 490S – Student Teaching Seminar for the Multiple Subject Credential (2)\*
- EDUC 490P – Student Teaching for the Multiple Subject Credential (10)\*

\*EDUC 490S must be taken concurrently with EDUC 490P. BCLAD (Bilingual Crosscultural Language and Academic Development) emphasis in the Multiple Subject Credential is for teachers with oral and written fluency in Spanish and English who are interested in teaching in bilingual classrooms. Students interested in the BCLAD emphasis select the Liberal Studies major, the Multiple Subject Credential program with BCLAD emphasis, and complete all additional course requirements as noted in the College of Arts and Sciences section of this *Bulletin*.

To obtain the preliminary Multiple Subject Credential, students must complete the following steps:

- Declare the Liberal Studies Major;
- Pass the CBEST;
- Formally apply and be admitted to the Teacher Credential program as a Multiple Subject candidate;
- Undergo a fingerprint check for the Commission on Teacher Credentialing by the California State Department of Justice and the FBI;
- Take POLS 125 or HIST 117 at USD, or an approved equivalent course at another college, or pass a U.S. Constitution examination;
- Pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P;
- Pass the CSET: Multiple Subject three-part examination prior to applying to student teach;
- Formally apply for and successfully complete a full-time semester of student teaching with seminars (EDUC 490P and EDUC 490S). Admission to the Multiple Subject Credential program does not guarantee acceptance into student teaching. Refer to the *Student Teaching Handbook* under Policies/Forms/Handbooks at <http://www.sandiego.edu/academics/soles/currstudents/policies.php> for the complete list of requirements;
- Complete all California Credential application papers and pay proper fees;

- A grade of B– or higher is required in all professional preparation classes;
- A grade of C– or higher in all upper-division courses.

Students are urged to meet regularly with a Teacher Credential program advisor (who will be assigned upon admission to the program) and the Credential Analyst at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the Credential Analyst.

### **Education Specialist Credential (Special Education)**

Undergraduate students interested in becoming Special Education teachers have several options available to them. Three credential programs are offered: Mild/Moderate (grades K-12), Moderate/Severe (grades K-12), and Early Childhood Special Education (Birth-Pre-Kindergarten).

To obtain a Level I Education Specialist Credential, students must major in Liberal Studies and complete the major requirements as detailed in the College of Arts and Sciences section of this *Bulletin*, and take the following professional education course work:

### **Mild/Moderate Education Specialist**

#### *Professional Education Courses*

- EDUC 375 – Elementary Curriculum Methods for Special Educators (3) (Fall semester only)
- EDUC 383P – Methods of Teaching Reading and Language Arts (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)

#### *Education Specialist Common Core Courses*

- EDSP 370 – Assessment in Special Education (3)
- EDSP 371 – Management of Behavior and Instruction in Special Education (3)
- EDSP 372 – Typical and Atypical Language Development (3)
- EDSP 373 – Family Systems and Community/Cultural Resources (3)
- EDSP 379 – Cultural, Legal, and Ethical Aspects of Special Education (2)

#### *Mild/Moderate Specialist Emphasis Courses*

- EDSP 374 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
- EDSP 375 – Curriculum and Instruction for Individuals with Mild to Moderate Exceptionality (3)
- EDSP 490P – Practicum Mild/Moderate (1-6)

### **Moderate/Severe Education Specialist**

*Professional Education Courses*

(same as Mild/Moderate courses noted above)

*Education Specialist Common Core Courses*

(same as Mild/Moderate courses noted above)

*Moderate/Severe Specialist Emphasis Courses*

EDSP 376 – Typical, Atypical, and Medical

Development (3)

EDSP 378 – Curriculum and Instruction for Individuals

with Moderate to Severe Exceptionality (3)

EDSP 492P – Practicum Moderate/Severe (1-6)

### **Early Childhood Special Education Specialist**

*Education Specialist Common Core Courses*

(same as Mild/Moderate courses noted above)

*Early Childhood Special Education Specialist Emphasis Courses*

EDSP 374 – Characteristics and Needs of Individuals

with Mild to Moderate Exceptionality (3)

EDSP 376 – Typical, Atypical, and Medical

Development (3)

EDSP 377 – Early Intervention Curriculum and

Methods (3)

EDSP 378 – Curriculum and Instruction for Individuals

with Moderate to Severe Exceptionality (3)

EDSP 491P – Practicum Early Childhood (1-6)

**Important Note:** It is possible to obtain more than one Education Specialist credential and/or the preliminary Multiple Subject Credential in conjunction with any of the Education Specialist programs described above. Additional course work is required, and if the preliminary Multiple Subject Credential is sought, a semester of full-time student teaching in a regular education classroom is also required. Detailed information is available from the School of Leadership and Education Sciences.

To obtain a Level I Education Specialist Credential, students must complete the following steps:

- Declare the Liberal Studies major;
- Pass the CBEST;
- Formally apply and be admitted to the Teacher Credential Program;
- Undergo a fingerprint check by the California State Department of Justice and the FBI;
- Pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P (for Mild/Moderate and Moderate/Severe specializations only);
- Formally apply and successfully complete a full-time semester of student teaching (EDUC 490P and EDUC 490S). Admission to the Teacher Credential program does not guarantee acceptance into student teaching. Refer to program materials for specific criteria;

- Complete all credential application papers and pay the proper fees;
- Complete Practicum (EDSP 490P, 491P, or 492P).
- A grade of B– or higher is required in all professional preparation courses;
- A grade of C– or higher in all upper-division courses.

Students are urged to meet regularly with their advisor and the School of Leadership and Education Sciences' Credential Analyst to ensure appropriate courses selection and progress toward their credential. Information on the Credential application process and Credential requirements can be obtained from the Credential Analyst.

### **Single Subject Credential**

USD offers a Single Subject Credential program, which prepares students for teaching in departmentalized settings in secondary classrooms. This program is completed along with a major in a content area, which helps prepare students in the subject matter they wish to teach. Students demonstrate subject-matter competence by passing the CSET subject matter examination. Students may waive the CSET by completing an approved subject matter program (which differs from the major), where offered. Contact the Credential Analyst in the School of Leadership and Education Sciences for a current list of approved subject matter programs. Depending on the approved program requirements and the amount of advanced standing with which students enter USD, it may be necessary for students to take course work during the Summer Sessions, Intersession, and/or carry 18 units during several semesters of undergraduate study in order to complete the requirements for an approved program and professional teacher preparation in four years. Students may choose to complete some of their professional preparation course work, such as student teaching, or all of their professional preparation course work as graduate students. Specific course requirements for approved programs can be obtained from the School of Leadership and Education Sciences, or the appropriate department in the College of Arts and Sciences.

Students will complete the following professional preparation course work:

- EDSP 389 – Healthy Environments and Inclusive Education (3)
- EDUC 332 P – Curriculum and Methods of Teaching in Secondary Schools (3)
- EDUC 334P – Methods of Teaching Reading in Secondary Schools (3)
- EDUC 381C – Multicultural and Philosophical Foundations of Education (3)
- EDUC 382 – Psychological Foundations of Education in a Diverse Society (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)
- EDUC 491S – Student Teaching Seminar for the Single Subject Credential (2)\*

EDUC 491P – Student Teaching for the Single Subject Credential (10)\*

\*EDUC 491S must be taken concurrently with EDUC 491P.

To obtain the preliminary Single Subject Credential, students must complete the following:

- Pass the CBEST;
- Formally apply and be admitted to the Teacher Credential Program as a Single Subject candidate;
- Undergo a fingerprint check for the Commission on Teacher Credentialing by the California State Department of Justice and the FBI;
- Take POLS 125 or HIST 117 at USD or an approved equivalent course at another college, or pass a U.S. Constitution examination;
- Pass the CSET subject matter examination prior to applying to student teach OR all requirements of an approved program before student teaching;
- Formally apply for and successfully complete a full-time semester of student teaching and the seminar (EDUC 491P and EDUC 491S). Admission to the Single Subject Credential program does not guarantee acceptance into student teaching. Refer to the *Student Teaching Handbook* under Policies/Forms/Handbooks at <http://www.sandiego.edu/academics/soles/crrstudents/policies.php> for the complete list of requirements;
- Complete all California Credential application papers and pay proper fees;
- A grade of B– or higher is required in all professional preparation classes;
- A grade of C– or higher in all upper-division courses.

Students are urged to meet regularly with a Teacher Credential program advisor (who will be assigned upon admission to the program) and the Credential Analyst at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the Credential Analyst.

## AMERICAN HUMANICS PROGRAM

American Humanics is a national certificate program that prepares students for careers in youth and human service management. The program works with 18 national nonprofit agencies to train students in leadership skills, enhancing their employment opportunities upon graduation. American Humanics offers on-the-job experience, networking opportunities, and job placement. Numerous activities include community involvement, voluntary service, and attendance at an annual conference. Students may take this program separate from, or in conjunction with, the Leadership minor. Students enrolled in the program must complete the following core courses in the School of Leadership and Education Sciences:

## American Humanics Certificate

11 units

EDLD 352 – Leadership in Youth and Human Services (3)

EDLD 355S – Agency Seminar I (1)

EDLD 356S – Agency Seminar II (1)

EDLD 387P – Leadership Practical Experience (3) OR

EDLD 388 Leadership Internship I (1-3)

EDLD 389 – Leadership Internship II (1-3)\*

American Humanics Management Institute\*\*

\*Business majors may substitute BUSN 498 for EDLD 389.

\*\*The American Humanics Management Institute is a four-day, intensive national conference that provides students of the American Humanics program with an opportunity to interact with agency professionals and students nationwide. The conference focuses on innovative ideas and techniques related to successful careers in the not-for-profit sector. Attendance at this conference is required for students pursuing the American Humanics Certificate and Leadership Minor. (Fee required)

## American Humanics Certificate and Leadership Minor

20 units

EDLD 160 – Leadership in Organizations (3)\*

EDLD 350 – Leadership in Groups (3)\*

EDLD 351 – Leadership Seminar (3)

EDLD 352 – Leadership in Youth and Human Services (3)

EDLD 355S – Agency Seminar I (1)

EDLD 356S – Agency Seminar II (1)

EDLD 387P – Leadership Practical Experience (3) OR

EDLD 388 Leadership Internship I (1-3)

EDLD 389 – Leadership Internship II (1-3)\*

American Humanics Management Institute\*\*

\*Business majors may substitute MGMT 300 for EDLD 160, MGMT 301 for EDLD 350, and BUSN 498 for EDLD 389.

\*\*The American Humanics Management Institute is a four-day, intensive national conference that provides students of the American Humanics program with an opportunity to interact with agency professionals and students nationwide. The conference focuses on innovative ideas and techniques related to successful careers in the not-for-profit sector. Attendance at this conference is required for students pursuing the American Humanics Certificate and Leadership Minor. (Fee required)

## LEADERSHIP MINOR

This minor offers undergraduate students in any major the opportunity to learn about and develop leadership in their personal and professional lives. Studies include an understanding of how organizations function; how change occurs in people's lives, in the organizations to which they belong, and in society in general; and the nature and purpose of leadership in transforming people, organizations, and society. Leadership minor students learn how leaders

use group dynamics and politics to achieve their purposes, and study the ethical dimensions of leadership. Students articulate their own philosophy of leadership that will guide them in their future careers and throughout life.

Practical experience is included to provide students the opportunity to develop their leadership abilities. Students may take this program separate from, or in conjunction with, the American Humanics program.

### **Leadership Minor**

18 units

#### *Required Courses*

EDLD 160 – Leadership in Organizations (3)

EDLD 350 – Leadership in Groups (3)

EDLD 351 – Leadership Seminar (3)

(Prerequisites: EDLD 160 and EDLD 350)

EDLD 387P – Leadership: Practical Experience (3) OR

EDLD 388 – Leadership Internship I (3)

Choose two courses (6 units) from the following:

EDLD 162 – Outdoor Leadership (3)

EDLD 349 – Women and Leadership (3)

EDLD 352 – Leadership in Youth and Human Services (3)

EDLD 353 – Professional and Ethical Issues and the

Practice of Leadership (3)

EDLD 354 – Leadership and Diversity in Organizations (3)

EDLD 357 – Leadership and the Practice of Presence (3)

EDLD 359 – Models of Participatory Leadership (3)

EDLD 389 – Leadership Internship II (3)

### **SPECIAL COURSES**

Each semester the School of Leadership and Education Sciences offers special courses for undergraduates interested in developing or improving personal and learning skills. Students may also enroll in service-learning classes offered by the School of Leadership and Education Sciences and USD's Office for Community Service-Learning.

**Only 12 units of Special Courses and Recreation Courses combined are applicable toward graduation.**

## **Courses**

### **EDUCATIONAL RECREATION COURSES (EDRC)**

The University offers a variety of educational recreation courses to students. One-half to one unit of credit per semester is available to students for participating in recreation courses. *A total not to exceed 4 recreation units is applicable towards graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester.*

Recreation courses cover the subject areas of Aquatics, Combatives, Dance, Fitness, Health/Safety, Leisure Time Activities, Mission Bay Aquatic Center Courses, Recreation Sports, and Sports Clubs. Specific classes are announced each semester. Class descriptions can be found in the Campus Recreation brochure each semester. Courses may be repeated each semester. See also *Intercollegiate Athletics*.

#### **Aquatics**

100 (Sec. 01) Scuba Beginning (.5)

100 (Sec. 02) Scuba Advanced (.5)

101 (Sec. 01) Swimming Conditioning  
Beginning/Intermediate (.5)

101 (Sec. 02) Swimming Conditioning Advanced (.5)

102 Water Polo Co-Ed (.5)

103 (Sec. 01) Lifeguarding (.5)

103 (Sec. 02) Water Safety Instructor (.5)

104 (Sec. 01) Swimming Beginning (.5)

104 (Sec. 02) Swimming Stroke Development (.5)

105 Adaptive Aquatics Instructor (.5)

#### **Combatives**

110 (Sec. 01) Karate Beginning (.5)

110 (Sec. 02) Karate Multi-Level (.5)

111 Women's Self Defense (.5)

112 (Sec. 01) Tai Kwon Do Beginning (.5)

112 (Sec. 02) Tai Kwon Do Multi-Level (.5)

113 Tai Chi Multi-Level (.5)

114 Aikido Multi-Level (.5)

115 Judo Multi-Level (.5)

116 Kung Fu (.5)

117 Japanese Samurai Martial Arts (.5)

118 Brazilian Jiu Jitsu (.5)

#### **Dance**

119 Guadalajara Program: Mexican Dance (1)

120 (Sec. 01) Ballet Beginning (.5)

120 (Sec. 02) Ballet Intermediate/Advanced (.5)

121 Ballroom Dance (.5)

122 (Sec. 01) Tap Beginning/Intermediate (.5)

122 (Sec. 01) Tap Advanced (.5)

123 (Sec. 01) Jazz Beginning (.5)

124 (Sec. 02) Jazz Intermediate/Advanced (.5)

125 (Sec. 01) Dance Performance Workshop (1)

125 (Sec. 02) Musical Theater Dance (1)

126 Stretch Exercise (.5)

127 Salsa (.5)

127 (Sec. 02) Guadalajara Program: Salsa (1)

128 (Sec. 01) Swing Dancing (.5)

128 (Sec. 02) Country Western Dance (.5)

129 Polynesian Dance (.5)

### **Fitness**

- 130 (Sec. 01) Fitness Weight Training (.5)
- 130 (Sec. 02) Fitness Weight Training for Women (.5)
- 131 Fitness Ladies Body and Soul (.5)
- 132 Fitness Hip Hop (.5)
- 133 (Sec. 01) Fitness Cardio Kick Boxing Women (.5)
- 133 (Sec. 02) Fitness Boxing Conditioning (.5)
- 134 (Sec. 01) Fitness Aerobics (.5)
- 134 (Sec. 02) Fitness Step Aerobics (.5)
- 134 (Sec. 03) Fitness Abs and Toning Training (.5)
- 135 (Sec. 04) Fitness Polynesian Aerobics (.5)
- 136 (Sec. 01) Fitness Pilates (.5)
- 136 (Sec. 04) Pilates Resistance Training (.5)
- 137 Fitness Physical Conditioning (.5)
- 138 Fitness Triathlon Multi-Level (.5)
- 139 Fitness Aqua Aerobics (.5)
- 140 Cycling Multi-Level (.5)
- 141 Mountain Biking Multi-Level (.5)
- 142 Men's Crew (.5)
- 143 Fitness Spinning (.5)

### **Health/Safety**

- 145 Community Safety and CPR (.5)
- 146 Advanced First Aid/CPR/AED/Oxygen (.5)
- 147 First Aid Responding to Emergencies (1)

### **Leisure Time Activities**

- 150 Horsemanship English (.5)
- 151 Horsemanship Western (.5)
- 152 Horse Polo (.5)
- 153 Massage (.5)
- 154 Yoga Multi-Level (.5)
- 155 San Diego Attractions (.5)
- 156 San Diego Culture (.5)
- 157 (Sec. 01) Cooking for Fun (.5)
- 157 (Sec. 02) Automotive Basics (.5)
- 160 Beginning Rock Climbing (.5)
- 161 Backpacking (.5)
- 162 Kayaking (.5)
- 163 Fishing (.5)
- 164 Snow Skiing (.5)
- 165 Leave No Trace (.5)
- 166 Kayak/Canoe Basics (.5)
- 167 Challenge Course Facilitation (.5)
- 168 San Diego Outdoors (.5)

### **Mission Bay Aquatic Center Courses**

- 170 (Sec. 01) Sailing (.5)
- 170 (Sec. 02) Sailing Hobie Cat (.5)
- 170 (Sec. 03) Sailing Laser (.5)
- 170 (Sec. 04) Sailing Keel Boat (.5)
- 171 Surfing (.5)
- 172 Water Ski Multi-Level (.5)
- 173 Wakeboarding (.5)

- 174 Kayaking (Sea) (.5)
- 175 Wind Surfing (.5)
- 176 MBAC Multi Water Sports (.5)

### **Recreation Sports**

- 180 Archery (.5)
- 181 (Sec. 01) Badminton (.5)
- 181 (Sec. 02) Basketball Multi-Level (.5)
- 181 (Sec. 03) Volleyball Co-Ed (.5)
- 181 (Sec. 04) Soccer Multi-Level (.5)
- 182 (Sec. 01) Golf for Business and Life (1)
- 182 (Sec. 02) Golf Co-Ed Beginning (.5)
- 182 (Sec. 03) Golf Co-Ed Intermediate (.5)
- 182 (Sec. 04) Golf Co-Ed Advanced (.5)
- 183 (Sec. 01) Tennis Beginning (.5)
- 183 (Sec. 02) Tennis Intermediate (.5)
- 183 (Sec. 03) Tennis Advanced (.5)
- 184 Ice Skating (.5)
- 185 Racquetball Beginning (.5)
- 186 Bowling Co-Ed (.5)
- 187 Fencing Multi-Level (.5)
- 188 Baseball Theory (.5)
- 189 Sports Officiating (.5)
- 190 (Sec. 01) Club Men's Rugby Team (.5)
- 190 (Sec. 02) Club Men's Soccer Team (.5)
- 191 (Sec. 01) Club Men's LaCrosse Team (.5)
- 191 (Sec. 02) Club Women's LaCrosse Team (.5)
- 192 (Sec. 01) Club Men's Volleyball Team (.5)
- 192 (Sec. 02) Club Women's Volleyball Team (.5)
- 193 (Sec. 01) Club Water Ski Team (.5)
- 193 (Sec. 02) Club Ultimate Frisbee Team (.5)
- 193 (Sec. 03) Club Cycling (.5)
- 194 Surf Club Team (.5)
- 195 Club Water Polo (.5)
- 196 Club Equestrian (.5)
- 196 Roller Hockey Team (.5)
- 197 Dance Team (.5)
- 198 Cheerleaders (.5)

### **INTERCOLLEGIATE ATHLETICS (IATH)**

Students who participate in intercollegiate athletics may earn 1 unit of credit per semester. A total not to exceed 4 IATH units is applicable towards graduation requirements.

#### **100 Baseball (1)**

Participation in athletic competition. May be repeated. (Spring semester)

#### **101 Basketball Men (1)**

Participation in athletic competition. May be repeated. (Fall semester or Spring semester)

**102 Basketball Women (1)**

Participation in athletic competition. May be repeated.  
(Fall semester or Spring semester)

**103 Crew Men (1)**

Participation in athletic competition. May be repeated.  
(Spring semester)

**104 Crew Women (1)**

Participation in athletic competition. May be repeated.  
(Spring semester)

**105 Cross Country Men (1)**

Participation in athletic competition. May be repeated.  
(Fall semester)

**106 Cross Country Women (1)**

Participation in athletic competition. May be repeated.  
(Fall semester)

**107 Football (1)**

Participation in athletic competition. May be repeated.  
(Fall semester)

**108 Golf (1)**

Participation in athletic competition. May be repeated.  
(Spring semester)

**109 Soccer Men (1)**

Participation in athletic competition. May be repeated.  
(Fall semester)

**110 Soccer Women (1)**

Participation in athletic competition. May be repeated.  
(Fall semester)

**111 Softball Women (1)**

Participation in athletic competition. May be repeated.  
(Spring semester)

**112 Swimming and Diving (1)**

Participation in athletic competition. May be repeated.  
(Fall semester or spring semester)

**113 Tennis Men (1)**

Participation in athletic competition. May be repeated.  
(Spring semester)

**114 Tennis Women (1)**

Participation in athletic competition. May be repeated.  
(Spring semester)

**115 Volleyball (1)**

Participation in athletic competition. May be repeated.  
(Fall semester)

**EDUCATION COURSES (EDUC)****124 Sport and Higher Education: The Student Athlete Experience (2)**

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Program strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service-learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the university community.

**314 Instructional Technology: Design and Evaluation (3)**

An advanced computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery, and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources, and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching.

**332P Curriculum and Methods of Teaching in Secondary Schools (3)**

A general curriculum and methods course emphasizing teaching techniques, writing of objectives, lesson planning, evaluation, classroom management, and subject matter applications. A 50-hour practicum is required in a secondary school. A portfolio addressing TPE's is also required. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

**334P Methods of Teaching Reading in Secondary Schools (3)**

Techniques in the teaching of reading, including phonics, are studied and applied to secondary classrooms. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student's credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

**342 Psychological Foundations and Teaching Models in Bilingual Classrooms (3)**

Designed to provide a framework and strategies to develop biliterate/bicultural programs. This course examines the theory and practice of socio-cultural and psychological aspects of development involved in the education of children from Spanish-speaking backgrounds. Includes

12 hours of field experience in bilingual classrooms. Taught entirely in Spanish. Offered only in the fall semester.

### **360 Physical Education in Elementary Schools (3)**

This course provides a foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices.

### **375 Elementary Curriculum Methods for Special Educators (3)**

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate research-based instructional strategies and materials, plan and implement instruction that fosters student achievement of state-adopted academic content standards, and interrelate ideas and information within and across the major subject areas. Emphasis is placed on insuring that all students meet the California state content area standards and federal No Child Left Behind mandates. Field Experience: 30 hours structured practicum required in an elementary setting.

### **381C Multicultural and Philosophical Foundations of Education (3)**

This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners will also be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning and classroom observations are required.

### **382 Psychological Foundations of Education in a Diverse Society (3)**

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

### **383P Methods of Teaching Reading and Language Arts (3)**

This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships among reading, writing, and the language arts. The course stresses the use of children's literature to promote reading and ways to create environments that support literacy development. This course prepares students for the RICA exam. Prerequisite: Admission to the credential program.

### **384C Methods of Teaching English Language and Academic Development (3)**

Explores different theories of second language acquisition and strategies for the developments of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English Language Learners (ELL), strategies for literacy development in a second language, and Specially Designed Academic Instruction in English, including the adaptation of curriculum and instruction, and development of lesson plans. Prerequisite: Admission to the credential program.

### **385P Elementary Curriculum Methods (6)**

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, plan and implement instruction that fosters student achievement of state-adopted academic content standards, and interrelate ideas and information within and across the major subject areas. 50-hour practicum. Prerequisite: Admission to the credential program.

### **399 Independent Study (1-3)**

Independent study usually involving a research paper or project. Requires approval from the program director or department chair.

### **490P Student Teaching for the Multiple Subject Credential (10)**

Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 16 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable) by October for a spring semester student teaching placement, and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. See the *Student Teaching Handbook* under Policies/Forms/Handbooks at <http://www.sandiego.edu/academics/soles/currstudents/policies.php> for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 490S – Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

### **490S Student Teaching Seminar for the Multiple Subject Credential (2)**

Students are required to take this 2-unit seminar concurrent with EDUC 490P – Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date of the seminar is announced each semester by the Director of Field Experience.

### **491P Student Teaching for the Single Subject Credential (10)**

Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable) by October for a spring semester student teaching placement, and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. See the *Student Teaching Handbook* under Policies/Forms/Handbooks at <http://www.sandiego.edu/academics/soles/currstudents/policies.php> for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 491S – Student Teaching Seminar for Single Subject Credential concurrent with this course.

### **491S Student Teaching Seminar for the Single Subject Credential (2)**

Students are required to take this 2-unit seminar concurrent with EDUC 491P – Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date of the seminar is announced each semester by the Director of Field Experience.

## **SPECIAL EDUCATION COURSES (EDSP)**

### **370 Assessment in Special Education (3)**

General survey of standardized and informal assessment related to identification, placement, planning, and performance monitoring regarding individuals with special needs. Criteria for becoming competent assessors of at-risk students and consumers of test results in terms of IFSP, IEP, and ITP decision-making teams. Case studies and review of standardization regarding public law, nondiscriminatory practices, and district multidisciplinary teams provide a

framework for making valid assessment decisions. Attention is given to techniques required to ensure nonbiased assessment. Students will administer formal assessment tests and construct, administer, and evaluate informal assessments.

### **371 Management of Behavior and Instruction in Special Education (3)**

Helping teachers and students learn to identify, manage, and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. Course covers a cross-section of theories, models, legal, and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate, and severe handicaps are receiving instructional services.

### **372 Typical and Atypical Language Development (3)**

Survey of normal and abnormal development of communication skills (hearing, speech, and language). The normal stages of language development from birth through adulthood are presented to serve as a framework for discussing language and communication delays, disorders, differences, and loss. English as a second language, language handicapped, special education categories, and development lags are highlighted in the course.

### **373 Family Systems and Community/Cultural Resources (3)**

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities, and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.

### **374 Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)**

Identification and distinction of characteristics that qualify an individual for mild and moderate special education services according to federal and state law. Implications for instructional, social, and behavior enhancement of abilities of individuals explored from research and practical implication perspectives.

### **375 Curriculum and Instruction for Individuals with Mild to Moderate Exceptionality (3)**

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality and maintains the integrity of age-appropriate state content area standards. Theory, practice, and research are integrated into activities designed to provide education specialists with a multiplicity of approaches for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). A 20-hour fieldwork commitment, in order to complete the assignments and meet the performance-based competencies for this course, is required.

### **376 Typical, Atypical, and Medical Development (3)**

Introduction to typical and atypical growth and development, including medical and health problems evolving from prenatal and perinatal developmental risk factors. The examination of children's development will consider relevant cultural perspectives. Students will develop the skills necessary to support individuals with physical and medical needs such as specialized feeding, suctioning, catheterization, positioning, and handling.

### **377 Early Intervention Curriculum and Methods (3)**

This course develops the skills necessary to provide quality intervention for young children with special developmental needs from birth to 5 years of age. Includes a review of philosophies of early intervention, curricula resources, and intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques, and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Class discussions and assignments expand on information provided in assigned readings and acquired through field experience.

### **378 Curriculum and Instruction for Individuals with Moderate to Severe Exceptionality (3)**

This course looks at curriculum, behavior, communication skills, and the needs of individuals with moderate to severe disabilities. It focuses on implications and methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly mentally retarded, or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy, and residential services. This course discusses positive behavior intervention planning and communication skill strategies, which allow individuals with moderate to severe disabilities to participate in inclusive education settings. A 20-hour fieldwork commitment, in order to complete the assignments and meet the performance-based competencies for this course, is required.

### **379 Cultural, Legal, and Ethical Aspects of Special Education (2)**

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and professional ethics. Other relevant compliance requirements, as contained in federal and state regulations, will also be considered.

### **389 Healthy Environments and Inclusive Education (3)**

This course is focused on two critical areas relative to teaching school-age populations in contemporary schools. Emphasis is placed on creating supportive, healthy environments for student learning, and teaching special populations in general education. Personal, family, school, community, and environmental factors related to students' academic, physical, emotional, and social well-being are addressed, as well as the effects of student health and safety on learning. There is a focus on family involvement and community-based resources. Characteristics and service delivery alternatives for individuals with disabilities from birth through adulthood are also a focus of this course. Policy, legislation, and litigation pertaining to disabled children and youth are emphasized. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be met in general education settings. Strategies for adapting instruction for individuals with disabilities are stressed. Site visits to five schools are required.

### **399 Independent Study (1-3)**

Independent study usually involving a research paper or project. Requires approval from the program director or department chair.

### **490P Practicum Mild/Moderate (1-6)**

Supervised experience in teaching for special education with increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. Required proficiencies must be met and documented in competency log. Observations and practical experience across age groups and education settings. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning, and intervention. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Leadership and Education Sciences by the posted deadlines. Contact the School of Leadership and Education Sciences Field Placement Coordinator for details. Fieldwork fee: \$200.

### **491P Practicum Early Childhood (1-6)**

Supervised participation in Early Start and district special education preschool programs. Increasing responsibility as an early interventionist or teacher is expected. Experiences must include supervised field experience in both home-based and center/classroom-based settings. Any candidate who cannot document substantial experience in a typical early intervention program will also need to participate in an least one program that is considered to be a natural environment. Required proficiencies must be met and documented in a competency log. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Leadership and Education Sciences by the posted deadlines. Contact the School of Leadership and Education Sciences Field Placement Coordinator for details. Fieldwork fee: \$200.

### **492P Practicum Moderate/Severe (1-6)**

Supervised experience in teaching for special education with increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. Required proficiencies must be met and documented in competency log. Observations and practical experience across age groups and education settings. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, program, instructional and materials modification, consultation, co-teaching, teacher inservice, behavior planning, and intervention. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Leadership and Education Sciences by the posted deadlines. Contact the School of Leadership and Education Sciences Field Placement Coordinator for details. Fieldwork fee: \$200.

## **LEADERSHIP COURSES (EDLD)**

### **160 Leadership in Organizations (3)**

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological, and sociological aspects of leadership, specific skill areas will include motivating other people, time management, communication skills, assessment and goal-setting, team-building, and changing leadership styles.

### **161 Emerging Leaders (2)**

This course is designed to acquaint entering freshmen with 21st-century models of leadership, and to expose them to the multiple opportunities for active participation in leadership at the University of San Diego. Through readings,

class presentations, experiential exercises, journal reflections, and small group discussion, students will be challenged to map their path of initial leadership development at USD.

### **162 Introduction to Outdoor Leadership (3)**

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required)

### **280/380 (01) Leadership through Service-Learning (1)**

This course is designed to explore and experience leadership development and enhance skills and awareness of community issues and civic responsibility. After completing service-learning, students will reflect on their experience and apply this to other experiences outside of class. This seminar provides opportunities for collaborative learning in small groups, facilitated by a student leader mentor and service-learning associates.

### **280/380 (02) Leadership for Social Change (1)**

This course is designed to explore and experience leadership within the social issues context of advocacy and action. Students will examine the skills, reflective strategies, and capacity for innovation needed to collaborate and address social issues.

### **349 Women in Leadership (3)**

This course is constructed along a feminist pedagogical perspective and looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

### **350 Leadership in Groups (3)**

This course introduces the student to learning theories of group process, and then develops effective skills of leading and influencing groups. After some theoretical understanding of the way groups work, and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem-solving and intervention strategies, and group development. The course concepts will be integrated with skill-building exercises in simulated situations.

### **351 Leadership Seminar (3)**

The capstone course will allow students to integrate what they have learned throughout the leadership sequence of courses. In seminar fashion, the students will

research and discuss various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he or she is committed. Case analysis will give the students an opportunity to build policy-making and change-agent skills. Prerequisites: EDLD 160 or MGMT 300, and EDLD 350 or MGMT 301.

**352 Leadership in Youth and Human Services (3)**

This course is designed to provide knowledge and understanding of leadership of nonprofit organizations. Student gain theoretical and practical knowledge of concepts including management, marketing, public relations, public speaking, board development, fundraising, ethics, personnel practices, risk management, and paid and volunteer staff relationships.

**353 Professional and Ethical Issues and the Practice of Leadership (3)**

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.

**354 Leadership and Diversity in Organizations (3)**

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

**355S Agency Seminar I (1)**

Students taking this course gain an appreciation for the role of leaders in human service organizations. Topics include volunteerism, agency administration, financial management, and ethics and values.

**356S Agency Seminar II (1)**

This course is a continuation of EDLD 355S.

**357 Leadership and the Practice of Presence (3)**

This course offers students in any field of study an opportunity to connect “classroom learning” to “real world problems.” It presents students with a chance to uncover their leadership ability in an experiential manner. Students will explore and examine the value of vulnerability and risk taking to create an environment of trust, even when competition may be present. The course is designed to give students a heightened awareness of the skills and talents they possess to lead and exercise authority in any group setting.

**359 Models of Participatory Leadership (3)**

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC’s unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

**387P Leadership Practical Experience (1-3)**

Students taking this internship develop their leadership skills by serving in a position of influence in a human service organization. Placement is at USD. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and a USD faculty sponsor. Placement must be pre-approved.

**388 Leadership Internship I (1-3)**

Students taking this internship develop their leadership skills by serving in a position of influence in an organization. Placement is at a community organization or in a position of leadership at USD. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and an agency or USD sponsor. Internship must be pre-approved.

**389 Leadership Internship II (1-3)**

Students taking this internship develop their leadership skills by serving in a position of influence in a human service organization. Placement is at a community organization. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and an agency sponsor. Internship must be pre-approved.

**399 Independent Study (1-3)**

Independent study usually involving a research paper or project. Requires approval from the program director or department chair.

**MARITAL AND FAMILY THERAPY COURSE (MFTS)**

**400 Introduction to Marital and Family Therapy (3)**

Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interesting in pursuing careers in mental health services and medicine.

# Hahn School of Nursing and Health Science



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Dean and Professor

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Entry Program in Nursing and RN to  
B.S./M.S. Program

Susan Instone, D.N.Sc., R.N.  
Associate Professor; Director, Advanced  
Practice Nursing Programs

Patricia Roth, Ed.D., R.N.  
Professor; Director, Ph.D. Nursing Program

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Linda Robinson, Ph.D., R.N.

Vincent Salyers, Ed.D., R.N.

## Programs

The Hahn School of Nursing and Health  
Science offers the following programs:

B.S. in Nursing (for Registered Nurses only)

Accelerated R.N. to M.S.N. which combines  
B.S.N. and M.S.N. program requirements  
(for Registered Nurses only); both degrees  
are awarded

M.S. in Nursing (see *Graduate Bulletin*)  
(Specializations include: Adult Clinical Nurse  
Specialist, Adult Nurse Practitioner, Family  
Nurse Practitioner, Pediatric Nurse  
Practitioner, Executive Nurse Leader, and  
Master Clinical Nurse.)

Master's Entry Program in Nursing (see  
*Graduate Bulletin*)

M.B.A./M.S.N. Joint Degree Program with the  
School of Business Administration (see  
*Graduate Bulletin*)

Post-M.S.N. Adult Clinical Nurse Specialist  
Certificate Program (see *Graduate Bulletin*)

Post-M.S.N. Adult Nurse Practitioner  
Certificate (see *Graduate Bulletin*)

Post-M.S.N. Family Nurse Practitioner  
Certificate (see *Graduate Bulletin*)

Post-M.S.N. Family Nurse Practitioner  
Certificate in Urgent/Emergent Care (see  
*Graduate Bulletin*)

Post-M.S.N. Pediatric Nurse Practitioner  
Certificate (see *Graduate Bulletin*)

Post-Master's Executive Nurse Leader  
Certificate Program (see *Graduate Bulletin*)

Doctor of Philosophy (see *Graduate Bulletin*)

All courses in the School of Nursing and  
Health Science carry Board of Registered  
Nursing Continuing Education units for R.N.  
relicensure.

## THE BACHELOR OF SCIENCE IN NURSING PROGRAM

### Overview

The program of the School of Nursing and Health Science is planned specifically for the Registered Nurse who desires to obtain a Bachelor or Master of Science in Nursing. The School provides the upper-division professional major for graduates of hospital Diploma and Associate Degree programs who have met the specified prerequisite admission requirements. The program is designed to prepare the nurse to accept increased responsibility within the health care system and to assume leadership within the nursing profession.

A graduate of the program will be equipped for beginning practice in a variety of settings, will have a foundation for graduate education in nursing, and will be eligible for certification as a public health nurse in the State of California.

### Characteristics of the Graduate

Upon completion of the program, the graduate will be prepared to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities with nursing theory as a basis for professional nursing practice;
2. Use current research findings in promoting the health and welfare of people;
3. Apply information technology to promote quality health care;
4. Collaborate with consumers and colleagues in the delivery of health care services;
5. Identify and influence factors that affect health care delivery;
6. Assume responsibility and accountability for ethical nursing practice;

7. Assume and develop generalist nursing roles to meet the changing health needs of clients (individuals, families, and communities);
8. Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery; and,
9. Use the nursing process to meet the health-promotive, illness-preventive, restorative, and rehabilitative needs of individuals, families, and population groups.

### Admission Requirements

1. Current licensure as a Registered Nurse in California;
2. Professional liability and malpractice insurance coverage, which must be maintained throughout enrollment;
3. Completion of the USD application for admission, including payment of fees to the Office of Admissions;
4. Three recommendations completed by persons who know the applicant professionally;
5. Physical examination within six months with evidence of specified immunizations and screening tests (these must be maintained throughout enrollment);
6. Basic computer literacy; and,
7. Nursing Prerequisites: These courses can be met by transfer credit or challenge exam. Contact Office of Admissions or Hahn School of Nursing and Health Science for information.
  - a. Prior to admission to the first nursing course, the applicant is required to have completed, with a grade of C or better, a semester course or the equivalent in the following subjects:  
 English Composition and Literature (3 units)  
 Physiology (4 units)\*  
 Microbiology (4 units)\*  
 General or Organic Chemistry (4 units)\*  
 Elementary Statistics (3 units)  
 Introduction to Sociology (3 units)

## RECOMMENDED PROGRAM OF STUDY BACHELORS OF SCIENCE IN NURSING

Prerequisites completed prior to junior year

<u>JUNIOR YEAR</u>	<u>JUNIOR YEAR</u>	<u>JUNIOR YEAR</u>	<u>SENIOR YEAR</u>	<u>SENIOR YEAR</u>
FALL SEMESTER	SPRING SEMESTER	SUMMER (IF NEEDED)	FALL SEMESTER	SPRING SEMESTER
*BSNC 333 (3)	BSNC 421 (3)	(6)	BSNC 445 (6)	MEPN 547 (4)
*BSNC 334 (5)	**CC requirements (12)	CC requirements (6)	MSNC 511 (3)	MSNC 512 (3)
MEPN 563 (3)	Total Units: 15		**CC requirements (6)	**CC requirement (3)
**CC requirement (3)			Total Units: 15	Total Units: 11
Total Units: 14				

\*Prerequisite to all other upper-division Nursing courses.

\*\*May be completed prior to enrollment in the upper-division Nursing major.

Anthropology (Cultural or Social) (3 units)  
Introduction to Psychology (3 units)  
Growth and Development (3 units)  
\*Must have a laboratory component

- b. Regents College Examinations in Nursing for applicants from Diploma programs or non-approved Associate Degree programs.  
Fundamentals of Nursing (6 units)  
Maternal and Child Nursing (6 units)  
Adult Nursing (12 units)  
Psychiatric Mental Health Nursing (6 units)
8. Additional Core Curriculum requirements which may be completed prior to or taken concurrently with the upper-division major are as follows:
- Lower Division
- Critical Reasoning (Logic) (3 units)
  - History (3 units)
  - Literature (3 units)
  - Fine Arts (Art, Music, Theatre) (3 units)
  - Elective (3 units)
- Upper Division
- Religious Studies (6 units)
  - Philosophy (Values requirement) (3 units)
  - Elective (6 units)

#### Academic Policies

1. Student must fulfill Core Curriculum requirement, nursing prerequisites, and professional major requirements.
2. All courses in the Nursing major must be completed within a five-year period after beginning study in the Nursing major, that is, taking the first nursing course.
3. A grade of C or better is required in all courses in the Nursing major.
4. Students receiving a final grade of D or F in a course in the Nursing major must repeat the course, and receive a grade of C or better. Students may repeat a course only once.
5. While enrolled in courses in the professional major, the student is required to maintain individual professional liability insurance, current California R.N. licensure, and required immunizations and screening tests.
6. The student has the obligation of maintaining communication with an appointed academic advisor for program planning to meet graduation requirements.
7. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
8. Students must pass both clinical and theory components of a course (if applicable) to pass the course.

## ACCELERATED MASTER OF SCIENCE IN NURSING

### Overview

The Accelerated R.N. to M.S.N. program is designed for Associate Degree and diploma-prepared nurses who want to pursue the M.S.N. degree. The program of study leads to the awarding of both the B.S.N. and M.S.N. degrees and eligibility for certification as a public health nurse in the State of California. Students take graduate courses in nursing research, health care issues and policy, and health care systems analysis as part of the B.S.N. degree requirements. The master's portion of the program offers five track options: Adult Clinical Nurse Specialist, Adult Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, and Health Care Systems. Specialization options in gerontology, Latino health care, and integrative health care are available within the Nurse Practitioner tracks. All tracks share a common core of knowledge and each track is designed to prepare an advanced practitioner in the respective area. The purpose of the program is to provide leadership preparation that will enable the graduate to assume a significant role in nursing and health care delivery.

### Characteristics of the Graduate

Upon completion of the accelerated program, the M.S.N. graduate is prepared to:

1. Ground advanced practice on theoretical foundations and research from nursing and related disciplines;
2. Provide leadership in integrating research into practice;
3. Participate in the conduct of nursing and interdisciplinary health care research;
4. Apply information technology to enhance nursing education, practice, and research;
5. Collaborate with multidisciplinary health care providers and consumers to improve health care delivery;
6. Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery;
7. Practice from an ethical perspective that acknowledges conflicting values and rights as they affect health care decisions;
8. Assume and develop advanced practice roles to meet societal needs in a rapidly changing health care system;
9. Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and communities;
10. Analyze emerging issues confronting nursing and society as a basis for enacting social change in ways that foster health; and,
11. Foster activities among individuals and groups that promote health and prevent illness.

### Admission Requirements

1. Current licensure as a R.N. in California;
  2. Professional liability and malpractice insurance coverage, which must be maintained throughout enrollment;
  3. Completion of the USD application for graduate admission, including payment of fees to Office of Graduate Admissions;
  4. Three recommendations completed by persons who know the applicant professionally;
  5. One year of professional nursing practice (for some M.S.N. tracks, two years of recent experience in direct patient care are required);
  6. Physical examination within six months with evidence of specified immunizations and screening tests (which must be maintained throughout enrollment);
  7. A GPA of at least 3.0 on a 4.0 scale;
  8. Satisfactory scores on the Graduate Record Examination General Test;
  9. Basic computer literacy; and,
  10. Completion of the Nursing prerequisites with a grade of C or better. (See Bachelor of Science in Nursing program.)
2. The M.S.N. is awarded upon completion of all requirements for the chosen master's track, which are outlined in the *Graduate Bulletin*.
  3. The student is responsible for maintaining communication with an appointed advisor for program planning to meet graduation requirements for both programs.
  4. The student in the accelerated program is responsible for adhering to deadlines and requirements specified in both the *Undergraduate Bulletin* and the *Graduate Bulletin*.
  5. Graduate students are expected to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students whose semester or cumulative GPA falls below 3.0 will be placed on academic probation.
  6. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
  7. Students must pass clinical and theory components of a course (if applicable) to pass the course.

### Academic Policies

1. The B.S.N. is awarded upon successful completion of a minimum of 124 semester-units of study, which must include the Core Curriculum requirements, prerequisites to the Nursing major, upper-division nursing requirements, and certain M.S.N. courses. The final 30 units of B.S.N. course work must be completed at USD.

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## Courses

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### BSNC COURSES

#### 333 Conceptual Basis of Professional Nursing Practice (3)

This course provides an overview of the nature of the profession of nursing and its conceptual bases. Course content includes a beginning analysis of nursing theories and theories from other disciplines relevant to professional nursing practice. Emphasis is also placed on expanding students' abilities to use the nursing process in the care of individuals, families, and population groups. Class assignments assist the student with developing skills in writing and oral presentation, and information management. (Fall semester)

#### 334 Communication Theory and Process (5)

This course focuses on communication as a process essential to the nurse-client relationship as well as professional nursing practice. The student is provided with basic theoretical concepts related to therapeutic communication skills and strategies. Facilitating effective communication in small groups is also examined. Three hours of lecture, one hour of seminar, three hours of laboratory. (Fall semester)

#### 421 Health Assessment (3)

The focus of this course is on the further development of skills in holistic client assessment throughout the life span. These skills are applied within the framework of the nursing process to meet the individual's needs for health maintenance and promotion. Two hours of lecture, two hours of laboratory. (Spring semester)

#### **445 Care of the Family (6)**

The focus of this course is on the family within the community and the health care system. Frameworks used to assess families include the developmental, systems, and structural-functional. Interventions with families emphasize promotion and maintenance of health, as well as resolution of existing health problems. Students have clinical opportunities in official and voluntary agencies to integrate selected theories and concepts using the nursing process as they interact with clients and families in their homes and community settings. Two hours of lecture, one hour of seminar, nine hours of laboratory. Prerequisites: BSNC 333, BSNC 334, MEPN 521. (Fall semester)

#### **447 Care of Populations (5)**

The health of the community and subgroups within the community are the focus of this course. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery is addressed. Selected community health problems and their implications for community health nursing practice are considered. Two hours of lecture, 1.5 hours of seminar, 4.5 hours of laboratory. Prerequisites: BSNC 333, BSNC 334, MEPN 521. (Spring semester)

#### **499 Independent Study (1-3)**

Independent study related to a particular specialty area. Developed by the faculty and student.

### **MEPN COURSES**

#### **547 Care of the Community (4)**

Focuses on health of the community and subgroups within the community. Students learn to apply nursing and public health concepts to promoting and restoring the health of population groups. Nursing involvement in the legislative and regulatory processes as they affect health status, and health care delivery is addressed. Selected community health problems and their implications for community health practice are considered.

#### **563 Culture and Vulnerability in Nursing Practice (3)**

This course focuses on culture and socio-economic status (SES) as context that influences the health of various ethnic, cultural, and other vulnerable groups. Influences that shape access to and use of health care resources, and that contribute to health disparities are explored. Students are encouraged to explore their own cultural heritage and life trajectories to build a basis for understanding that of others. A variety of learning experiences are geared toward: 1) understanding one's own cultural and socio-historical background; 2) understanding health and illness care practices of select groups; 3) using a

variety of theoretical frameworks for socio-cultural assessment, and planning and implementing socio-cultural relevant information.

### **MSNC COURSES**

#### **511 Theoretical Frameworks and Research (3)**

This course explores and critiques the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing.

#### **512 Leadership in Health Care (3)**

This course provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focuses on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health and health care.

# Naval Science



Captain Craig Turley, USN, M.S., M.A., Chair  
Commander Matthew Pittner, USN, B.S.  
Captain Aaron Shelley, USMC, M.A.  
Lieutenant Jeannie Groeneveld, USN, B.S.  
Lieutenant Doug Leister, USN, B.S.  
Lieutenant John Ferrara, USN, B.S.  
Lieutenant Dustan Kessel, USN, B.S.

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps Reserve officers a basic professional background in the areas of leadership, ethics, and management; piloting and celestial navigation; nautical rules of the road; ship characteristics, design, and propulsion; theory and employment of weapon systems; and development of warfare and amphibious operations. This curriculum is open to all University students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship, and government.

## **PROGRAM OBJECTIVES**

The primary objectives of the Naval Science department curriculum are to provide:

1. An understanding of the fundamental concepts and principles of Naval Science;
2. A basic understanding of associated professional knowledge;
3. An appreciation of the requirements for national security;
4. A strong sense of personal integrity, honor, and individual responsibility; and,
5. An educational background which will allow Naval Science students to undertake successfully, in later periods in their careers, advanced/continuing education in a field of application and interest to the Navy or Marine Corps.

## **COURSES (NAVS)**

### **101 Introduction to Naval Science (0)**

A general introduction to the naval profession and to concepts of seapower. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers ethics, basic leadership skills, naval courtesies and customs, military justice, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer. *Note:* This is a non-credit course.

### **102 Seapower (3)**

A historical survey of United States naval history from the American Revolution to the present with emphasis on major developments. The course also treats present-day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, and a comparison of United States and other foreign naval strategies. Each era covered will be analyzed by evaluating the significance of the following: 1) strategy and tactics; 2) leadership; 3) technological advancements; 4) inter-service relations; 5) naval doctrine, 6) foreign policy; and, 7) Congressional relations.

### **201 Leadership and Management (3)**

The theme of the course is the “Naval officer as a leader, manager, and organizational decision-maker.” The course will begin with modules on ethics and integrity, progress through management theory and practical functions of management, and culminate with a module on leadership. Lectures, reading assignments, films, discussions, exercises, interviews, and student presentations provide students with an excellent opportunity to wrestle with complex ethical, managerial, and leadership issues. The goal of this course is for students to begin to develop a sound personal leadership philosophy that will enable them to more effectively accomplish both personal and professional goals.

### **202 Navigation (3)**

An in-depth study in the theory, principles, and procedures of ship navigation and maneuvering. Students learn piloting, navigation, and maneuvering to include the use of charts, visual and electronic aids, theory and operation of magnetic and gyro compasses, relative-motion vector analysis theory, formation tactics, and ship employment. Practical skills in plotting and piloting are stressed. International and inland rules of the nautical road, naval operations and operations analysis, applied aspects of ship handling, and afloat communications are also studied. Additionally, leadership traits in the themes of communication, counseling, and conflict resolution as they relate to safe navigation and ship movement will be developed. Other topics include tides, currents, effects of wind and weather, use of navigation instruments, celestial navigation, and the characteristics of electronic navigation.

### **301 Naval Engineering (3)**

A detailed study of ship characteristics and types including hull, electrical, and auxiliary systems. Principles of stability and damage control are also covered. Advantages and disadvantages of steam, gas turbine, and diesel propulsion engines and their operation receive in-depth study. Leadership topics as they apply in an engineering setting are discussed.

### **302 Naval Weapons (3)**

This course outlines the theory and employment of naval weapons systems. Topics of discussion include radars, gun and missile systems, underwater direction and tracking, and basic naval ordinance. Case studies of weapon systems employment are covered, with emphasis on accountability and responsibility of the naval leader.

### **310 Evolution of Warfare (3)**

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

### **401 Naval Operations (3)**

An in-depth study of inland and international laws and systems of regulations that govern conduct of vessels in national waters and on the high seas. The basic forms of naval communications will be covered, as well as the basic terms and procedures associated with replenishment at sea (UNREP). Extensive discussions on the interrelationship between authority, responsibility, and accountability within an organization. Students will be challenged with demonstrating, in officer leadership situations, an understanding of the influence of the following on a leader's ability to achieve organizational goals.

### **402 Leadership and Ethics (3)**

Leadership and Ethics is the capstone course of the NROTC academic curriculum and was previously intended to provide senior midshipmen and officer candidates with some of the tools necessary to be effective junior officers. We have shifted the emphasis towards values and the ethical foundations of leadership. Philosophical interpretation and dialog will be used extensively throughout the course. The course is organized into three modules of study. The first module is about ethical foundations. The second module explores military law and legal issues. The third module presents specific topics related to junior Navy and Marine officer development. Recommend taking NAVS 201 – Leadership and Management prior to this course.

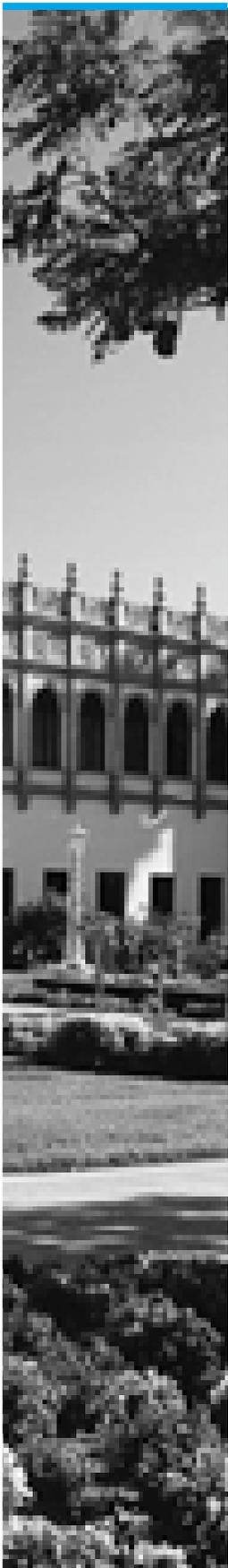
### **410 Amphibious Operations (3)**

A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. Emphasis is placed on the evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the rapid Marine air-ground task force concept, are explored.

# Board of Trustees, Faculty, Staff

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Director, Academic Publications

Michael J. Strait, Ph.D.  
Director of Assessment

Linda M. Scales, M.A.  
Director, Career Services

Elaine D. Elliott, M.A.  
Director, Community Service-Learning

Malachi Rafferty, M.B.A.  
Director, Continuing Education

Judith Lewis Logue, M.S.  
Director, Financial Aid

Susan Sullivan, M.A.  
Director, Graduate Career Programs

Yvette M. Fontaine, M.Ed.  
Director, International Services

Joyce Neu, Ph.D.  
Director, Joan B. Kroc Institute for Peace & Justice

Kimberly A. Parks, M.A.  
Director, Special Sessions

William F. O'Neill, M.A.  
Director, Sponsored Programs

### Office of the Vice President for Finance and Administration

Paul E. Bissonnette, M.P.A.  
Vice President for Finance and Administration

Patricia T. Oliver, M.S.  
Associate Vice President for Finance and  
Administration

Larry Barnett, B.S.  
Assistant Vice President for Finance and  
Administration for Public Safety

Tom Coffin, B.A., A.I.A.  
Capital Planner

Terry Kalfayan, M.S., CPA  
Controller

Teresa Major, B.A.  
Manager of Student Financial Services

Roger G. Manion  
Assistant Vice President, Facilities Management

Jim Pehl, B.A.  
Director, Budget and Treasury

Gregory Pogue, D.B.A.  
Associate Vice President for Human Resources

Ky Snyder, B.S.  
Executive Director of Athletics

Rudy Spano, B.A.  
Assistant Vice President for Student Services for  
Finance and Administration

### Office of the Vice President for Student Affairs

Carmen M. Vazquez, B.A., M.S.W., C.S.W.  
Vice President, Student Affairs

Thomas J. Cosgrove, M.A., M.Ed., Ed.D.  
Associate Vice President, Student Affairs and Dean of  
Students

Moisés Barón, Ph.D.  
Assistant Vice President, Student Affairs for Student  
Wellness and Director of the Counseling Center

To Be Appointed  
Assistant Vice President, Student Affairs for Student  
Learning and Inclusion

Kathe Myrick  
Director of Resource Management

Rickey Jayne Vignati  
Special Assistant to the Vice President for Student  
Affairs

#### **Office of the Vice President for Mission and Ministry**

Reverend Monsignor Daniel J. Dillabough, S.T.D., J.C.L.  
Vice President for Mission and Ministry

Sr. Virginia Rodee, R.S.C.J., B.A., M.A., M.T.S.  
Assistant Vice President of Mission

#### **Office of the Vice President for University Relations**

To Be Appointed  
Vice President for University Relations

Sandie Ciallella  
Assistant Vice President, Development

Pamela Gray Payton  
Assistant Vice President, Public Relations

Coreen Petti  
Assistant Vice President, Marketing and Strategic  
Partnerships

To Be Appointed  
Assistant Vice President, Constituent Relations

#### **College of Arts and Sciences**

Nicholas M. Healy, Ph.D.  
Dean

James O. Gump, Ph.D.  
Associate Dean

Pauline Berryman, M.A.  
Assistant Dean

Noelle Norton, Ph.D.  
Honors Program Director

Lynne Stearns, M.A.  
Transfer Analyst

Shelley Smith, M.A.  
Study Abroad Program Coordinator

#### **School of Business Administration**

Mohsen Anvari, Ph.D.  
Dean

Andrew T. Allen, Ph.D.  
Associate Dean

Carmen Barcena, Ed.D.  
Assistant Dean, Internal and Student Affairs

Jane C. G. Usatin, Ph.D.  
Director, Undergraduate Programs

Denise Dimon, Ph.D.  
Director, Graduate Programs

Kathleen A. Kramer, Ph.D.  
Director, Department of Engineering

David A. Bergheim, M.B.A.  
Director of Relationship Management

Elizabeth G. Mueller, M.B.A.  
Director of Development

#### **School of Leadership and Education Sciences**

Paula A. Cordeiro, Ed.D.  
Dean

Brian S. Canfield, Ed.D.  
Associate Dean

Martha Chávez, M.S.  
Assistant Dean

Gary Neiger, B.A.  
Director of Development

John R. Mosby, M.A.  
Director of Outreach and Recruitment

Linda Siefert, Ed.D.  
Director of Assessment

#### **Hahn School of Nursing and Health Science**

Sally Brosz Hardin, Ph.D., R.N., F.A.A.N.  
Dean

Anita Hunter, Ph.D., R.N.  
Director, Master's Entry Program in Nursing and RN  
to B.S./M.S. Program

Susan Instone, D.N.Sc., R.N.  
Director, Advanced Practice Nursing Programs

Patricia Roth, Ed.D., R.N.  
Director, Ph.D. Nursing Program

#### **School of Law**

Kevin L. Cole, B.A., J.D.  
Interim Dean and Professor of Law

Virginia V. Shue, B.A., J.D.  
Associate Dean and Professor of Law

Teresa O'Rourke, B.A., M.Div.  
Assistant Dean for Graduate Programs and Academic  
Planning

Carrie Wilson, B.A., J.D.  
Assistant Dean for Student Affairs

Carl Eging, B.A., M.A.  
Assistant Dean for Admissions and Financial Aid

## Faculty

---

- Christopher Adler (1999)  
Associate Professor of Music  
B.S., Massachusetts Institute of Technology; M.A.,  
Ph.D., Duke University
- Michael S. Agnew (2006)  
Assistant Professor of Spanish  
B.A., University of California, Berkeley; M.A.,  
University of Wisconsin, Madison; Ph.D., University  
of Pennsylvania
- Cheryl Ahern-Lehmann (2003)  
Clinical Associate Professor in Nursing  
B.S.N., M.S., University of California, San Francisco;  
Ph.D., Claremont Graduate University/San Diego  
State University
- Viviana Alexandrowicz (1994)  
Associate Professor of Education  
B.A., Universidad Catolica de Chile; M.A., San  
Diego State University; Ph.D., Claremont Graduate  
School
- Andrew T. Allen (1984)  
Professor of Economics  
B.S., M.S., Ph.D., University of Illinois at Urbana-  
Champaign
- Jerome J. Ammer (1984)  
Professor of Education  
B.A., Loyola University; M.A., University of Illinois;  
M.A., Northeastern Illinois University; Ph.D., Boston  
College
- Jean-Pierre Amor (1991)  
Associate Professor of Management Science  
B.A., M.S., Ph.D., University of California, Los Angeles
- Joan B. Anderson (1981)  
Professor of Economics  
B.A., San Diego State University; M.A., Stanford  
University; Ph.D., University of California, San Diego
- Mohsen Anvari (2005)  
Professor of Management  
B.A., McMaster University; M.B.A., Sir George  
Williams University; M.S., Ph.D., Case Western  
Reserve University
- María Pilar Aquino (1993)  
Professor of Theology and Religious Studies  
S.T.B., Theological Institute of Higher Studies,  
Mexico; S.T.L., Pontifical Catholic University do Rio  
Grande do Sul, Brasil; S.T.D., Pontifical Catholic  
University of Salamanca, Spain
- Harriet E. Baber (1982)  
Professor of Philosophy  
B.A., Lake Forest College; M.A., Ph.D., Johns  
Hopkins University
- Lisa Anne Morrison Baird (1988)  
Professor of Biology  
A.B., Smith College; M.S., Ph.D., University of  
California, Davis
- Craig B. Barkacs (1991)  
Professor of Business Law  
B.A., Kenyon College; M.B.A., J.D., University of  
San Diego
- Donna Barnes (1987)  
Associate Professor of Education  
B.A., Duke University; M.S., Oregon College of  
Education; Ph.D., University of Oregon
- Dwight R. Bean (1973)  
Professor of Mathematics and Computer Science  
B.A., Harvey Mudd College; M.A., Ph.D., University  
of California, San Diego
- Colleen C. Bee (2005)  
Assistant Professor of Marketing  
B.A., University of Waterloo; M.A., University of  
Waterloo; Ph.D., University of Oregon
- Amy Besnoy (2002)  
Instructor, Copley Library  
B.A., Sonoma State University; M.L.S., Syracuse  
University
- Can Bilsel (2002)  
Assistant Professor of Fine Arts  
B.Arch., Middle East Technical University;  
S.M.Arch.S., Massachusetts Institute of Technology;  
Ph.D., Princeton University
- Terry H. Bird (2005)  
Assistant Professor of Biology  
B.Sc., Ph.D., University of British Columbia
- Kathryn D. Bishop-Smith (1989)  
Associate Professor of Education  
B.S., M.S., University of Oregon; Ph.D., University of  
California, Los Angeles
- James P. Bolender (1996)  
Associate Professor of Chemistry  
B.A., Wittenberg University; Ph.D., University of  
Virginia
- Michel A. Boudrias (1996)  
Associate Professor of Marine and Environmental  
Studies  
B.Sc., McGill University; M.Sc., Oregon State  
University; Ph.D., University of California, San Diego

- Eren Branch (1985)  
Associate Professor of English  
A.B., Bryn Mawr College; M.A., Ph.D., Stanford University
- Dennis R. Briscoe (1978)  
Professor of International Human Resource Management  
B.A., M.B.A., Washington State University; Ph.D., Michigan State University
- Susan Briziarelli (1995)  
Associate Professor of Italian  
B.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
- Sandy Buczynski (2002)  
Assistant Professor of Education  
B.A., University of Texas, Austin; M.P.H., University of Texas, Houston; Ph.D., University of Hawaii, Manoa
- Michelle Madsen Camacho (2002)  
Assistant Professor of Sociology  
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- Brian S. Canfield (2006)  
Professor of Education  
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- Cynthia Caywood (1984)  
Professor of English  
B.A., University of Kansas; M.A., University of Exeter, England; Ph.D., Duke University
- Michelle Chabot (2003)  
Assistant Professor of Physics  
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- Bradley Chase (1999)  
Associate Professor of Industrial and Systems Engineering  
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- Leeva C. Chung (1998)  
Associate Professor of Communication Studies  
B.A., San Francisco State University; M.A., California State University, Fullerton; Ph.D., University of Oklahoma
- Mary Jo Clark (1986)  
Professor of Nursing  
B.S.N., University of San Francisco; M.S.N., Texas Women's University; Ph.D., University of Texas, Austin
- Dennis M. Clausen (1972)  
Professor of English  
B.A., M.A., University of Minnesota; Ph.D., University of California, Riverside
- Kathleen M. Collins (1999)  
Associate Professor of Education  
B.A., M.Ed., State University of New York at Buffalo; Ph.D., University of Michigan
- Joseph A. Colombo (1984)  
Professor of Theology and Religious Studies  
B.A., Catholic University of America; M.A., Ph.D., Divinity School, The University of Chicago
- Jonathan Conant (2005)  
Assistant Professor of History  
B.A., University of Illinois at Urbana-Champaign; M.A., Ph.D., Harvard University
- Cynthia Connelly (2003)  
Associate Professor of Nursing  
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Associate Professor of Economics  
B.A., Creighton University; M.A., Ph.D., University of Southern California
- Curtis W. Cook (1997)  
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- N. Ellen Cook (1977)  
Professor of Accountancy and International Business  
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- Paula A. Cordeiro (1998)  
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Professor of Anthropology  
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Associate Professor of Supply Chain Management  
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- Jack S. Crumley II (1992)  
Professor of Philosophy  
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- Evelyn Diaz Cruz (2005)  
Assistant Professor of Theatre Arts  
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- Thomas M Dalton (1992)  
Professor of Accountancy  
B.S., M.S., San Diego State University; Ph.D., University of Houston
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Assistant Professor of Education  
B.A., Catholic Pontific University of Campinas; M.A., Ph.D., Ohio State University
- Bahar Davary (2005)  
Assistant Professor of Theology and Religious Studies  
B.A., M.A., University of Tehran; Ph.D., Catholic University of America
- David O. De Haan (2001)  
Associate Professor of Chemistry  
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Professor of Education  
B.S., University of Maine; M.A., Eastern Connecticut State University; M.A., Ph.D., University of Connecticut
- Shreesh D. Deshpande (1988)  
Associate Professor of Finance  
B.E. (Mech), Birla Institute of Technology and Science, India; M.B.A., Clarkson University, New York; Ph.D., Pennsylvania State University, University Park
- David Devine (2005)  
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Professor of Political Science and International Relations  
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Professor of Education  
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Professor of Philosophy  
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Professor of Economics  
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Professor of Political Science and International Relations  
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- Kathleen M. Dugan (1975)  
Professor of Theology and Religious Studies  
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Professor of Chemistry  
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Associate Professor of Education  
B.A., Arizona State University; M.A., University of Arizona; Ph.D., Virginia Polytechnic Institute and State University

- Kimberly A. Eherenman (1990)  
Professor of Spanish  
B.A., M.A., University of Nevada; Ph.D., University of California, Irvine
- Hugh I. Ellis (1980)  
Professor of Biology  
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Associate Professor of Marketing  
B.S., M.B.A., Idaho State University; Ph.D., University of Arizona
- Iris H. W. Engstrand (1968)  
Professor of History  
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B.A., M.Div., M.Th., St. Vincent de Paul Regional Seminary; Th.D., Pontifical Catholic University of Rio de Janeiro, Brazil
- Ana Estrada (2002)  
Associate Professor of Education  
B.A., University of the Pacific; M.S., Ph.D., University of Utah
- James W. Evans (1979)  
Associate Professor of Business and Government  
B.A., San Diego State University; M.A., Ph.D., Claremont Graduate School
- John W. Ferrara (Lieutenant, USN) (2005)  
Instructor of Naval Science  
B.S., Northwestern University
- Jeremy H. A. Fields (1983)  
Professor of Biology  
B.Sc., M.Sc., McGill University, Canada; Ph.D., University of British Columbia, Canada
- Anastasia Fisher (2004)  
Associate Professor of Nursing  
B.S.N., Mount St. Mary's College; M.N., University of California, Los Angeles; D.N.Sc., University of California, San Francisco
- Colin Fisher (2002)  
Assistant Professor of History  
B.A., Lawrence University; M.A., Ph.D., University of California, Irvine
- Robert B. Fleming (2004)  
Assistant Professor of Theatre Arts  
B.A., Temple University; M.F.A., University of Alabama
- Carlton D. Floyd (2002)  
Assistant Professor of English  
B.A., Amherst College; M.A., University of Idaho; Ph.D., University of California, San Diego
- Jane E. Friedman (1991)  
Professor of Mathematics  
B.A., Swarthmore College; Ph.D., Temple University
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B.A., State University of New York at Albany; M.A., Columbia University; Ph.D., Harvard University
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B.A., M.A., University of California, San Diego; Ed.D., Harvard Graduate School of Education
- Michael Gates (2005)  
Clinical Assistant Professor in Nursing  
B.S., Brown University; Ph.D., University of North Carolina, Chapel Hill
- Steven A. Gelb (1989)  
Professor of Education  
B.A., University of Wisconsin; M.Ed., Erikson Institute of Loyola University, Chicago; Ph.D., University of Washington
- Jane M. Georges (1996)  
Associate Professor of Nursing  
B.A., M.S.N., University of California, San Francisco; Ph.D., University of Washington
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Assistant Professor of Education  
B.S., University of Cincinnati; M.A., Central Michigan University; Ed.D., University of San Diego
- Florence Morgan Gillman (1986)  
Professor of Theology and Religious Studies  
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- Alan Gin (1988)  
Associate Professor of Economics  
B.S., California Polytechnic State University, San Luis Obispo; M.A., Ph.D., University of California, Santa Barbara
- John H. Glick (1993)  
Professor of Mathematics and Computer Science  
B.S., University of Kansas; M.S., Northwestern University; M.S., Ph.D., University of Minnesota

- Kenneth Gonzalez (2001)  
Associate Professor of Education  
B.A., M.A., Brigham Young University; Ph.D.,  
Arizona State University
- Michael Gonzalez (1995)  
Associate Professor of History  
B.A., Yale University; M.A., Ph.D., University of  
California, Berkeley
- Richard J. Gonzalez (1992)  
Professor of Biology  
B.S., University of Kansas; Ph.D., Pennsylvania State  
University
- Jennifer M. Gorsky (2004)  
Assistant Professor of Mathematics and Computer  
Science  
B.S., M.S., University of California, Irvine; Ph.D.,  
Notre Dame
- Sarah C. Gray (1992)  
Associate Professor of Marine and Environmental Studies  
B.A., University of Colorado; Ph.D., University of  
California, Santa Cruz
- Michelle Gilmore Grier (1993)  
Professor of Philosophy  
B.A., M.A., C. Phil., Ph.D., University of California,  
San Diego
- Kevin Guerrieri (2002)  
Assistant Professor of Spanish  
B.A., Western State College of Colorado; M.A.,  
University of Colorado at Boulder; Ph.D., University  
of California, Riverside
- James O. Gump (1981)  
Professor of History  
B.A., University of Nebraska; M.A., University of  
Auckland, New Zealand; Ph.D., University of  
Nebraska
- Stanley J. Gurak (1977)  
Professor of Mathematics and Computer Science  
B.S., State University of New York, Stony Brook;  
Ph.D., University of California, Los Angeles
- John Halaka (1991)  
Professor of Art  
B.A., City University of New York; M.F.A., University  
of Houston
- Jerome Lynn Hall (2002)  
Assistant Professor of Anthropology  
B.S., Abilene Christian University; M.S., Nova  
Southeastern University; Ph.D., Texas A&M  
University
- C. Bobbi Hansen (1993)  
Associate Professor of Education  
B.S., Valparaiso University; M.S., University of  
Wisconsin; Ed.D., University of Southern California
- John D. Hanson (2005)  
Assistant Professor of Supply Chain Management  
B.A., University of Toronto; M.B.A., Ph.D., Michigan  
State University
- Sally Brosz Hardin (2003)  
Professor of Nursing  
B.S.N., M.S.N., University of Illinois, Chicago; Ph.D.,  
University of Illinois at Urbana-Champaign
- Diane C. Hatton (1990)  
Professor of Nursing  
B.S.N., University of San Francisco; M.S.N.,  
University of Nevada; D.N.Sc., University of  
California, San Francisco
- Nicholas M. Healy (2006)  
Professor of Theology and Religious Studies  
BG.G.S.M., Guildhall School of Music and Drama,  
London; M.A., University of St. Michael's College,  
Toronto; M.A., M.Phil., Ph.D., Yale University
- Brigitte L. Heimers (1971)  
Professor of German  
A.B., M.A., San Diego State University; Ph.D.,  
University of California, Riverside
- Donald L. Helmich (1975)  
Professor of Management Science  
B.B.A., University of Hawaii; M.B.A., Ph.D.,  
University of Oregon
- Anne Hendershott (1993)  
Professor of Sociology  
B.S., M.S., Central Connecticut State University;  
Ph.D., Kent State University
- Thomas R. Herrinton (1987)  
Associate Professor of Chemistry  
B.A., University of California, Irvine; Ph.D.,  
University of Illinois at Urbana-Champaign
- Lawrence M. Hinman (1975)  
Professor of Philosophy  
B.S., M.A., Ph.D., Loyola University, Chicago
- Diane Hoffoss (2001)  
Assistant Professor of Mathematics and Computer  
Science  
B.S., Virginia Tech; M.A., Ph.D., University of  
California, Santa Barbara
- Valerie S. Hohman (1999)  
Associate Professor of Biology  
B.S., University of California, Irvine; Ph.D.,  
University of Arizona

- Charles F. Holt (1973)  
Associate Professor of Economics  
B.B.A., Southern Methodist University; M.S., Ph.D.,  
Purdue University
- Judith A. Hora (1998)  
Associate Professor of Accountancy  
B.A., University of California, Los Angeles; M.S.,  
Texas Tech University; Ph.D., Virginia  
Commonwealth University
- Sister Mary Hotz, R.S.C.J. (1996)  
Associate Professor of English  
B.A., College of St. Catherine; M.A., Ph.D., The  
University of Chicago
- Ming Z. Huang (2005)  
Associate Professor of Mechanical Engineering  
B.S., National Taiwan University; M.S., University of  
Rhode Island; Ph.D., Ohio State University
- Lea Hubbard (2003)  
Associate Professor  
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Diego
- Johanna Stegert Hunsaker (1981)  
Professor of Organization Behavior  
B.S., University of Wisconsin, Madison; M.S., Ph.D.,  
University of Wisconsin, Milwaukee
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Associate Professor of Nursing  
B.S., College of Our Lady of the Elms; M.S.,  
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Connecticut
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Professor of Philosophy  
B.S., Gonzaga University; Ph.D., St. Louis University;  
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- Carole L. Huston (1989)  
Professor of Communication Studies  
B.A., California State University, Northridge; M.A.,  
California State University, Fresno; Ph.D., University  
of Washington
- Michael A. Ichiyama (1995)  
Associate Professor of Psychology  
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Ph.D., University of Cincinnati
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Professor of Education  
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of New York, Buffalo
- Noriyuki Inoue (2003)  
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B.S., Osaka University; M.Ed., Harvard University;  
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Diego
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Associate Professor of Mathematics and Computer  
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B.A., Biola University; M.Ed., University of Central  
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University of California, Santa Barbara; J.D.,  
University of San Diego
- Carl Jubran (2000)  
Assistant Professor of Spanish  
B.A., University of San Diego; M.A., New York  
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Associate Professor of Marine and Environmental Studies  
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- Kenneth D. Keith (1999)  
Professor of Psychology  
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Professor of Accounting  
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Professor of Philosophy  
B.A., Portland State University; Ph.D., University of California, Irvine
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Professor of Music  
S.M.P., Diplom, Musikhochschule, Hamburg, Germany; L.G.S.M., Music Therapy, Guildhall School of Music and Drama; M.M., Southern Illinois University; M.A., Ph.D., State University of New York, Stony Brook
- Michael R. Pfau (1989)  
Associate Professor of Political Science and International Relations  
Vordiplom, Universitat Hamburg, Germany; M.A., Southern Illinois University; M.A., Ph.D., State University of New York, Stony Brook
- Robert Phillips (2001)  
Associate Professor of Management, Business Law and Social Responsibility  
B.S., B.A., Appalachian State University; M.B.A., University of South Carolina; Ph.D., University of Virginia, Darden
- Atreyee Phukan (2006)  
Assistant Professor of English  
B.A., M.A., Delhi University; M.A., Carnegie Mellon University; M.A., Ph.D., Rutgers University
- Mario J. Picconi (1978)  
Professor of Finance  
B.S., Iona College; M.B.A., The University of Chicago; Ph.D., Rutgers University
- Eric C. Pierson (1999)  
Associate Professor of Communication Studies  
B.F.A., Ph.D., University of Illinois at Urbana-Champaign
- Ann L. Pirruccello (1992)  
Professor of Philosophy  
B.A., California State University, Los Angeles; M.A., Ph.D., Purdue University
- Matthew J. Pittner (Commander, USN) (2003)  
Assistant Professor of Naval Science  
B.S., California Polytechnic State University, San Luis Obispo
- Leigh A. Plesniak (1995)  
Associate Professor of Chemistry  
B.A., University of Virginia; M.S., Ph.D., University of California, San Diego
- Patricia A. Plovovich (1990)  
Assistant Professor of Theology and Religious Studies  
B.A., Rosary Hill College; M.A., Ph.D., Fordham University

- Frank Pons (2003)  
Assistant Professor of Marketing  
Technology University Degree, University Joseph  
Fourier, France; M.S., University of Law, Economics  
and Sciences and International School of Business,  
France; M.B.A., Laval University, Quebec; Ph.D.,  
Concordia University, Montreal
- Jack Wilson Pope (1972)  
Professor of Mathematics and Computer Science  
B.A., College of Holy Cross; M.S., Ph.D., University  
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- Gregory K. Pregill (1993)  
Professor of Biology  
B.A., Baylor University; M.S., San Diego State  
University; Ph.D., University of Kansas
- Lukasz Pruski (1983)  
Professor of Mathematics and Computer Science  
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Poland
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Associate Professor of Sociology  
B.A., University of California, San Diego; M.A.,  
Ph.D., University of Notre Dame
- Reyes L. Quezada (1999)  
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San Diego; M.A., San Diego State University; Ed.D.,  
Northern Arizona University
- Tracey Quigley (2003)  
Assistant Professor of Communication Studies  
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University; Ph.D., The Pennsylvania State University
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Professor of English  
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California, Santa Barbara
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Associate Professor of Finance  
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- Eugene J. Rathswohl (1979)  
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University of Mississippi
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Ph.D., State University of New York, Binghamton
- Michael Rich (2004)  
Assistant Professor of Art  
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- Mark J. Riedy (1993)  
Ernest W. Hahn Professor of Real Estate Finance  
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B.S., Pennsylvania State University; D.B.A., Kent  
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Professor of Spanish  
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- Fred M. Robinson (1991)  
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B.A., University of Redlands; M.A., Ph.D., University  
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Professor of Philosophy  
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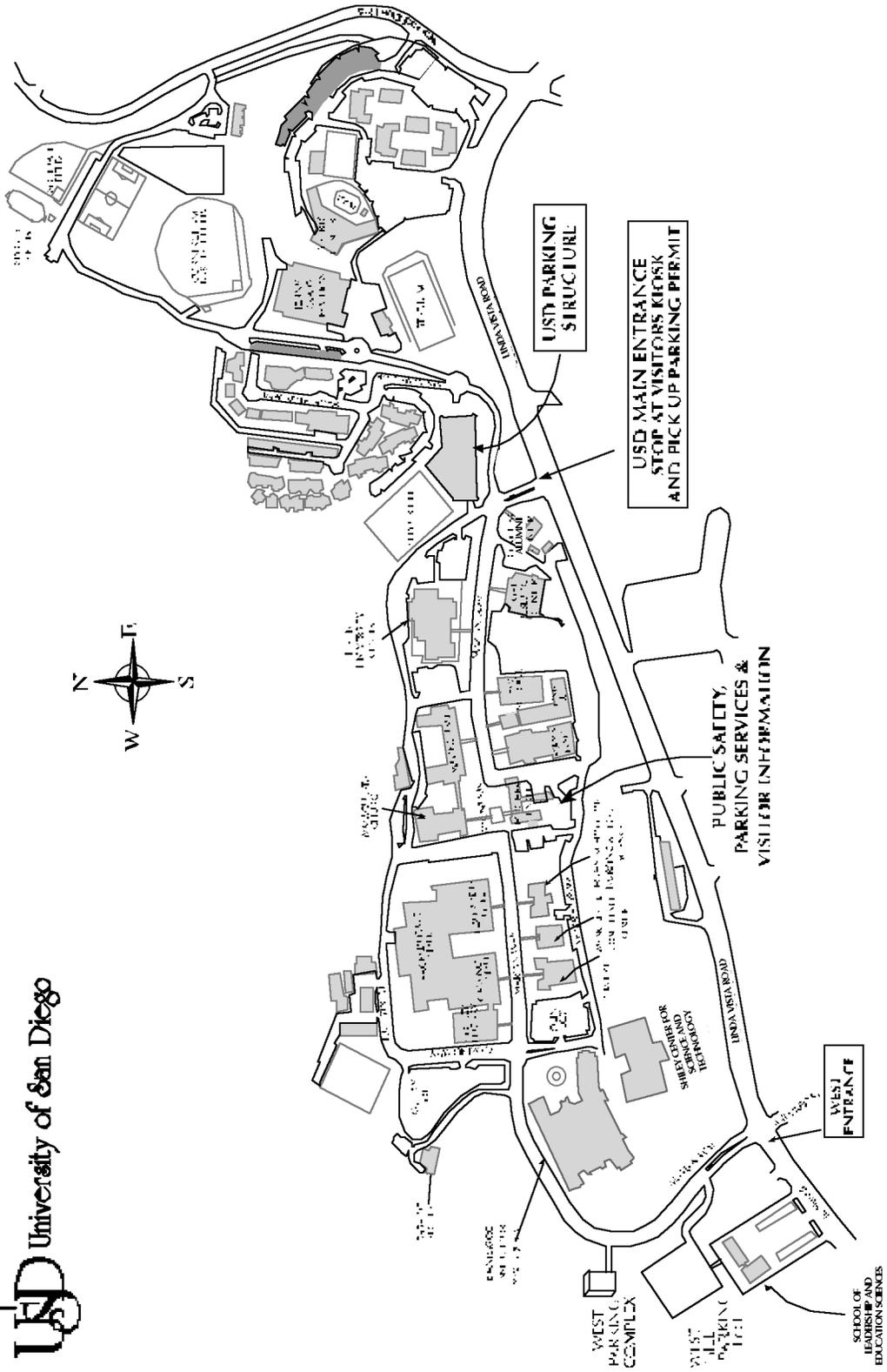
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