



undergraduate | 2012–2014

course catalog



Dear Torero,

Welcome to the University of San Diego.

As you review the Undergraduate Course Catalog, we hope it will become a useful guide that will help you throughout your academic journey at the University of San Diego. Within the catalog's pages, you will find myriad information about the university, our mission and goals, outstanding faculty, and academic programs and policies.

The catalog is a tool you can use. It includes a summary of our courses, degree requirements, and curriculum recommendations for more than 66 majors and minors. You'll see that the College of Arts and Sciences and the schools of Business Administration, Leadership and Education Sciences, Law, Nursing and Health Science, and Peace Studies invite students to enjoy personal attention from extraordinary faculty who are committed to academic excellence and their students' success.

What isn't captured on the printed page are both the extraordinary spirit of the Torero community and the intellectual curiosity that characterize USD. The personal concern shown by faculty for their students, their dedication to their fields of expertise, and the academic achievements of our faculty as well as our students are as much a part of the university as the formal list of courses and programs.

Whether you have already chosen a major or are open to discovery and exploring new possibilities, USD will provide you with an exceptional educational experience. At USD, we are committed to actively promoting awareness, appreciation, and respect for a complex world and educating our students for success in today's global society. Here you will not only enjoy study in traditional classrooms and laboratories, but you have also joined a university ranked first in the nation for undergraduate study abroad participation. Through partnerships with colleges and universities around the world, a majority of our USD students also live and learn in Mexico, Asia, Africa, Europe, or South America during their undergraduate career.

There are endless opportunities for you to learn and grow at USD. We're delighted to have you with us for the exciting journey ahead.

Sincerely,

A handwritten signature in blue ink that reads "Mary E. Lyons". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mary E. Lyons, PhD
President
University of San Diego



5	Communications
6	Academic Calendar
11	University of San Diego
15	Policies
22	Student Life
40	Student Services
44	First-Year Experience
45	Academic Resources
41	Centers and Institutes
53	Admission
55	Expenses/Tuition
58	Financial Aid
66	Programs of Study
72	Honors Program
73	Academic Regulations
79	ROTC Programs
82	Summer and Intersession
82	International Study Abroad Programs
84	College of Arts and Sciences
238	School Of Business Administration
280	School of Leadership and Education Sciences
302	Board of Trustees, Administration and Staff
327	Campus Map

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 catalog 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, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

This Undergraduate Course Catalog was printed on June 15, 2012, and covers programs, policies, calendars, courses, course content and fees in effect as of Sept. 1, 2012. For changes that have occurred since then, go to www.sandiego.edu.

This catalog is a publication of the Office of the Executive Vice President and Provost.



Printed on recycled paper.



general information

Communications

Mailing Address

University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492

Main Campus Telephone Number

(619) 260-4600

Website

www.sandiego.edu

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

Vice President for Business Services and Administration

All financial matters. (619) 260-5998

Associate Provost, International Center

Services for international students and scholars; information on international studies abroad programs. (619) 260-4598

Vice President for Student Affairs

Student affairs, student activities. (619) 260-4588

Vice President for University Relations

Contributions and bequests, information about university events, alumni/ae affairs. (619) 260-4770

General Counsel

All legal matters. (619) 260-7974

Dean, College of Arts and Sciences

General academic policy and programs and degree programs within the college. (619) 260-4545

Dean, Hahn School of Nursing and Health Science

Nursing programs, general academic policy and programs, and degree programs within the school. (619) 260-4550

Dean, Joan B. Kroc School of Peace Studies

General academic policy and programs and degree programs within the school. (619) 260-7919

Dean, School of Business Administration

General academic policy and programs and degree programs within the school. (619) 260-4886

Dean, School of Law

General academic policy and programs and degree programs within the school. (619) 260-4527

Dean, School of Leadership and Education Sciences

Credential programs, general academic policy and programs, and degree programs within the school. (619) 260-4540

Dean, Professional and Continuing Education

Information pertaining to professional and continuing education. (619) 260-4585

Director, Admissions

Admissions, procedures and campus visits. (619) 260-4506

Director, Business Study Abroad Programs

Information pertaining to Study Abroad Programs in the School of Business Administration. (619) 260-4896

Director, Career Services

Career information; job and internship opportunities for students and alumni/ae. (619) 260-4654

Director, Counseling Center

Information pertaining to counseling. (619) 260-4655

Director, Disability Services

Disability verification information, available support services and accommodations. (619) 260-4655

Director, International Students and Scholars

Information pertaining to international students and scholars. (619) 260-7691

Director, International Study Abroad

Information pertaining to undergraduate study abroad. (619) 260-8835

Director, One Stop Student Center

Non-law student records and transcripts; scholarships, financial aid, grants, loans and student account information. (619) 260-7529

Director, Paralegal Program

Information pertaining to the Paralegal Program (619) 260-4579

Director, Residential Life

Housing accommodations. (619) 260-4624

Associate Director, Graduate Admissions

Admissions procedures, campus visits, course catalogs, other relevant information. (619) 260-4524

Associate Registrar, Summer and Intersession Office

Information pertaining to summer sessions and intersession (January). (619) 260-2742

Assistant Registrar, Graduate Records

Leaves of absence, withdrawals, graduation clearance, transfers of credit, change of program. (619) 260-2217

Coordinator, Student Employment

Information regarding student employment. (619) 260-4801

Academic Calendar

Fall 2012

Tuesday, August 28, 2012

Competency Exam Fees Deadline: Logic

Wednesday, August 29, 2012

Final Registration and fee payment deadline

Thursday, August 30, 2012

Late registration fee begins (\$150)

Friday, August 31, 2012

Competency Exam Fees Deadline: Foreign Language & Literatures

September 1-4, 2012

New Student Orientation – Torero Days

Monday, September 3, 2012

Labor Day holiday (no classes; offices closed)

Tuesday, September 4, 2012

Competency Exam: Logic; Foreign Languages & Literatures

Wednesday, September 5, 2012

First day of classes

Thursday, September 13, 2012

Mass of the Holy Spirit

Friday, September 14, 2012

Last day to enroll in classes and to drop a class without a 'W'

Deadline 100 percent tuition refund

Friday, September 21, 2012

Deadline 90 percent tuition refund

Friday, September 28, 2012

Deadline 80 percent tuition refund

October 1-30, 2012

Online class reservation for Intercession

Monday, October 1, 2012

Financial aid application for Intercession available

Friday, October 5, 2012

Deadline 70 percent tuition refund

Friday, October 12, 2012

Competency Exam Fees Deadline

Monday, October 15, 2012

Deadline for petition for May graduation-Undergraduate Students

Friday, October 19, 2012

Fall holiday (no classes)

Monday, October 22, 2012

Deadline 60 percent tuition refund

Friday, October 26, 2012

Mid-term grades due

Saturday, October 27, 2012

Competency Exam: Mathematics

Monday, October 29, 2012

Deadline 50 percent tuition refund

Thursday, November 1, 2012

Walk-in registration begins for Intercession

Class reservation begins for Spring

Priority deadline for Intercession financial aid applications

Saturday, November 3, 2012

Competency Exam: Lower-Division and Upper-division English

Tuesday, November 6, 2012

Deadline to select grade or Pass/Fail option

Tuesday, November 13, 2012

Last day to withdraw from classes with 'W'

Deadline for removal of Incompletes from Spring semester and Summer Sessions

Friday, November 16, 2012

Final fee payment deadline for Intercession online registration

November 21-23, 2012

Thanksgiving holiday (no classes; offices closed Thursday and Friday)

Friday, December 14, 2012

Last day of classes

Last day to petition for August graduation – Undergraduate Students

December 15-16, 2012

Study Days

December 17-21, 2012

Final examinations

Saturday, December 22, 2012

NROTC Commissioning Ceremony

Intercession 2013

Thursday, January 3, 2013

First day of classes

Monday, January 21, 2013

Martin Luther King, Jr. Holiday (offices closed)

Wednesday, January 23, 2013

Last day of classes

Spring 2013

Friday, January 18, 2013

Competency Exam Fees Due: Logic

Monday, January 21, 2013

Competency Exam Fees Due: Foreign Language & Literatures

Tuesday, January 22, 2013

Final registration and fee payment deadline

Wednesday, January 23, 2013

Late registration fee begins (\$150)

January 24-25, 2013

New Student Orientation – Torero Days

Friday, January 25, 2013

Competency Exam: Logic; Foreign Languages & Literatures

Monday, January 28, 2013

First day of classes

Thursday, January 31, 2013

All Faith Service

Friday, February 1, 2013

Financial aid applications for Summer Sessions available

Wednesday, February 6, 2013

Last day to enroll in classes and to drop a class without a 'W'

Deadline 100 percent tuition refund

Wednesday, February 13, 2013

Deadline 90 percent tuition refund

Wednesday, February 20, 2013

Deadline 80 percent tuition refund

Wednesday, February 27, 2013

Deadline 70 percent tuition refund

Saturday, March 2, 2013

Priority deadline for USD financial aid applications for Fall and /or Spring for new (freshmen and transfer) undergraduate students

Priority deadline for USD financial aid applications for Fall and /or Spring for continuing undergraduate students

March 4-29, 2013

Online class reservation for Summer Sessions

Wednesday, March 13, 2013

Deadline 60 percent tuition refund

Thursday, March 15, 2013

Priority deadline for Summer financial aid applications

Wednesday, March 20, 2013

Mid-term grades due

Deadline 50 percent tuition refund

Friday, March 22, 2013

Competency Exam Fees Deadline

March 25-April 1, 2013

Combined Spring break/Easter holiday (no classes; offices closed on Friday, March 29)

Tuesday, April 2, 2013

Walk-in registration begins for Summer Sessions

Class reservation begins for Fall

Wednesday, April 3, 2013

Deadline to select grade or Pass/Fail option

Friday, April 5, 2013

Last day to withdraw from classes with a 'W'

Deadline for removal of Incompletes from Fall semester and Intercession

Saturday, April 6, 2013

Competency Exam: Mathematics

Friday, April 12, 2013

Final fee payment deadline for Summer Sessions online registration

Saturday, April 13, 2013

Competency Exam Lower-Division and Upper-division English

Tuesday, May 7, 2013

Honors Convocation

Monday, May 13, 2013

Last day of classes

May 14-15, 2013

Study Days

May 16-22, 2013

Final Examinations

Friday, May 24, 2013

NROTC Commissioning Ceremony

May 25-26, 2013

Commencements

Summer Sessions 2013

Monday, June 3, 2013

First day of classes

Thursday, July 4, 2013

Independence Day Holiday (offices closed)

Friday, August 23, 2013

Last day of classes

Fall 2013

Wednesday, August 28, 2013

Final Registration and fee payment deadline

Competency Exam Fees Due: Logic

Thursday, August 29, 2013

Late registration fee begins (\$150)

August 31-September 3, 2013

New Student Orientation – Torero Days

Friday, August 30, 2013

Competency Exam Fees Due: Foreign Language & Literatures

Monday, September 2, 2013

Labor Day holiday (no classes; offices closed)

Tuesday, September 3, 2013

Competency Exam: Logic; Foreign Languages & Literatures

Wednesday, September 4, 2013

First day of classes

Thursday, September 12, 2013

Mass of the Holy Spirit

Friday, September 13, 2013

Last day to enroll in classes and to drop a class without a 'W'

Deadline 100 percent tuition refund

Friday, September 20, 2013

Deadline 90 percent tuition refund

Friday, September 27, 2013

Deadline 80 percent tuition refund

October 1-30, 2013

Online class reservation for Intercession

Tuesday, October 1, 2013

Financial aid application for Intercession available

Friday, October 4, 2013

Deadline 70 percent tuition refund

Tuesday, October 15, 2013

Deadline for petition for May graduation – Undergraduate Students

Friday, October 18, 2013

Competency Exam Fees Deadline

Deadline 60 percent tuition refund

Friday, October 25, 2013

Fall holiday (no classes)

Monday, October 28, 2013

Mid-term grades due

Deadline 50 percent tuition refund

Friday, November 1, 2013

Walk-in registration begins for Intercession

Class reservation begins for Spring

Saturday, November 2, 2013

Competency Exam: Mathematics

Priority deadline for Intercession financial aid applications

Competency Exam: Lower-Division and Upper-division English; Mathematics

Wednesday, November 6, 2013

Deadline to select grade or Pass/Fail option

Wednesday, November 13, 2013

Last day to withdraw from classes with 'W'

Deadline for removal of Incompletes from Spring semester and Summer Sessions

Friday, November 15, 2013

Final fee payment deadline for Intercession online registration

November 27-29, 2013

Thanksgiving holiday (no classes; offices closed Thursday and Friday)

Friday, December 13, 2013

Last day of classes

Last day to petition for August graduation – Undergraduate Students

December 14-15, 2013

Study Days

December 16-20, 2013

Final examinations

Saturday, December 21, 2013

NROTC Commissioning Ceremony

Intercession 2014

Monday, January 6, 2014

First day of classes

Monday, January 20, 2014

Martin Luther King, Jr. Holiday (offices closed)

Friday, January 24, 2014

Last day of classes

Spring 2014

Friday, January 17, 2014

Competency Exam Fees Due: Logic

Monday, January 20, 2014

Competency Exam Fees Due: Foreign Language & Literatures

Tuesday, January 21, 2014

Final Registration and fee payment deadline

Wednesday, January 22, 2014

Late registration fee begins (\$150)

January 23-25, 2014

New Student Orientation – Torero Days

Friday, January 24, 2014

Competency Exam Logic, Foreign Languages & Literatures

Monday, January 27, 2014

First day of classes

Thursday, January 30, 2014

All Faith Service

Saturday, February 1, 2014

Financial aid applications for Summer Sessions available

Wednesday, February 5, 2014

Last day to enroll in classes and to drop a class without a 'W'

Deadline 100 percent tuition refund

Wednesday, February 12, 2014

Deadline 90 percent tuition refund

Wednesday, February 19, 2014

Deadline 80 percent tuition refund

Wednesday, February 26, 2014

Deadline 70 percent tuition refund

Sunday, March 2, 2014

Priority deadline for USD financial aid applications for Fall and /or Spring for new (freshmen and transfer) undergraduate students

Priority deadline for USD financial aid applications for Fall and /or Spring for continuing undergraduate students

March 3-28, 2014

Online class reservation for Summer Sessions

March 10-14, 2014

Spring Break

Friday, March 14, 2014

Priority deadline for Summer financial aid applications

Wednesday, March 19, 2014

Mid-term grades due

Deadline 60 percent tuition refund

Friday, March 21, 2014

Competency Exam Fees Deadline

Monday, March 26, 2012

Deadline 50 percent tuition refund

Monday, March 31, 2014

Deadline to select grade or Pass/Fail option

Tuesday, April 1, 2014

Walk-in registration begins for Summer Sessions

Class reservation begins for Fall

Saturday, April 5, 2014

Competency Exam: Mathematics

Monday, April 7, 2014

Last day to withdraw from classes with a 'W'

Deadline for removal of Incompletes from Fall semester and Intersession

Friday, April 11, 2014

Final fee payment deadline for Summer Sessions online registration

Saturday, April 12, 2014

Competency Exam: Lower-Division and Upper-division English

April 17-21, 2014

Easter Break

Tuesday, May 6, 2014

Honors Convocation

Tuesday, May 13, 2014

Last day of classes

May 14-15, 2014

Study Days

May 16-22, 2014

Final Examinations

Friday, May 23, 2014

NROTC Commissioning Ceremony

May 24-25, 2014

Commencements

Summer Sessions 2014

Monday, June 2, 2014

First day of classes

Friday, July 4, 2014

Independence Day Holiday (offices closed)

Friday, August 22, 2014

Last day of classes



the university of san diego

History

The University of San Diego traces its origins to 15th-century Spain. Its patron saint, San Diego de Alcalá, was born in the Province of Seville circa 1400, became a Franciscan brother and served as a missionary in the Canary Islands. He later was an 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, DD, 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, RSCJ, 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, coeducational Catholic university. The governance of the university was transferred from the diocese to an independent Board of Trustees. USD is now organized into six divisions: the College of Arts and Sciences; the School of Business Administration; the School of Law; the School of Leadership and Education Sciences; the Joan B. Kroc School of Peace Studies; and the Hahn School of Nursing and Health Science.

In 2006, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a doctoral and research university. This reclassification recognizes the strides the university had made in graduate studies and research. USD became the center of national attention on Oct. 16, 1996, when it hosted the United States Presidential Debate. In addition, in September 2011, USD was named an Ashoka U Changemaker Campus, one of only 15 higher education institutions to earn the designation. Ashoka U is a program

of Ashoka: Innovators for the Public, a nonprofit, global association of more than 2,500 leading social entrepreneurs.

The men and women who share the life of USD as students and contribute to its growth are a multi-talented group who have many options in their life's 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; but a high percentage of students of other faiths ensures 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 USD.

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, USD is on a prominent hilltop where it attains landmark status in the city. The USD 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 Ernest and Jean Hahn University Center; the Student Life Pavilion, 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; Mother Rosalie Hill Hall; 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. Located near the west end of campus are the Avila, Barcelona, Coronado and Durango buildings.

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 theater, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

A Nonprofit Corporation

The University of San Diego is a California nonprofit corporation. Subject to any limitations contained in the general nonprofit corporation law of the State of California, the powers of the USD 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, CA 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 St., 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 Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500). The dual BS/BA degree programs in Electrical Engineering, Industrial and Systems Engineering and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET (111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700).

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 St., Alexandria, VA 22314; (703) 838-9808).

The Professional Education Unit (PEU) in the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; (202) 466-7496). This accreditation includes 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 School Counseling specialization in the School of Leadership and Education Sciences is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314).

The university is authorized by the California Commission on Teacher Credentialing (CTC) (1900 Capitol Ave., Sacramento, CA 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 Credential.

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 Rd., Suite 300, Arlington, VA 22201; (703) 620-3660).

The 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 Dr., Chicago, IL 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
 ACCED – I Membership (Meeting Excellence on Campus)
 Accreditation Board for Engineering & Technology, Inc.
 American Assembly of Collegiate Schools of Business
 American Association for Paralegal Education
 American Association of Affirmative Action
 American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Hispanics in Higher Education, Inc.
 American Association of University Women (AAUW)
 American Bar Association
 American Camping Association
 American College Personnel Association (ACPA)
 American Council of Learned Societies
 American Council on Education (ACE)
 American Football Coaches Association
 American Industrial Hygiene Association
 American Institute of Architects
 American Payroll Association
 American Society of Comparative Law
 American Society for Engineering Education
 American Society of Safety Engineers
 American Society Training and Development
 American Volleyball Coaches Association
 ASIA Network
 Association for Financial Professionals
 Association for the Advancement of Sustainability in Higher Education
 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 Administration Professionals
 Association of College and University Auditors (ACUA)
 Association of College and University Housing Officers – International
 Association of College Unions International
 Association of Collegiate Conference and Events Directors
 Association of Corporate Counsel

- 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 International Education Administrators
- Association of NROTC Colleges and Universities
- Association of Physical Plant Administrators (APPA)
- Association of Rocky Mountain College and University Mail Services (ARMCUMS)
- Association of Student Affairs at Catholic Colleges and Universities
- Association of the U.S. Army
- Balboa Art Conversion Center
- Better Business Bureau
- BIOCOM
- California Association of College Stores
- California Association of Colleges of Nursing
- California Campus Compact
- California College and University Police Chief's Association (CCUPCA)
- California Restaurant Association
- Collegiate Rowing Coaches Association
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Campus Computer Resellers Alliance
- Catholic Campus Ministry Association (CCMA)
- Center for Academic Integrity
- College and University Professional Association (CUPA)
- College Board (College Entrance Examination Board and Scholarship Service)
- Collegiate Athletic Business Management Association
- Collegium
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on Collegiate Nursing Education
- CONNECT
- Connect 2 One
- Consejo Latinoamericana de Escuela de Administracion
- Consortio para la Colaboración en la Educación Superior en América del Norte
- Consortium for North American Higher Education Collaboration (CONAHEC)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Advancement and Support of Education (CASE)
- Council for Exceptional Children (CEC)
- Council for Higher Education Accreditation (WASC)
- Council for Opportunity in Education
- 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
- Intercollegiate Tennis Association
- International Association of Assembly Managers
- International Association of Campus Law Enforcement Administrators (IACLEA)
- International Association of Chiefs of Police (IACP)
- International Association of University Presidents
- International Federation of Catholic Universities
- 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 Athletic Development Directors
- National Association of Basketball Coaches
- National Association for Campus Activities (NACA)
- National Association of Campus Card Users
- National Association of College Admission Counselors
- National Association of College and University Attorneys
- 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 Collegiate Directors of Athletics
- National Association of Collegiate Marketing Administrators
- 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 (NASPA)
 National Association of Women in Higher Education
 National Athletic Training Association
 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 Fastpitch Coaches Association
 National Fire Protection Association
 National Intramural-Recreation Sports Association
 National Letter of Intent Program
 National Restaurant Association
 National Safety Council
 National Soccer Coaches Association of America
 National Strength and Conditioning Association
 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
 Pacific Coast Softball Conference
 Phi Delta Kappa
 Pioneer Football League
 Professional and Organizational Development Network
 in Higher Education
 Rotary Club of San Diego
 San Diego Convention and Visitors Bureau
 San Diego Regional Chamber of Commerce
 San Diego Regional Economic Development Corporation
 San Diego World Affairs Council
 Society for College and University Planning
 Society for Collegiate Travel Management
 Society of Human Resource Management
 South California Higher Education Recruitment
 Consortium
 Southern California Consortium on International Studies
 Student & Youth Travel Association (SYTA)
 Teachers of English to Speakers of Other Languages
 (TESOL)
 Tuition Exchange
 Unique Venues
 University Risk Management and Insurance Association
 Urban League
 Used Book Association
 West Coast Conference
 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)
 Western Athletic Conference
 Western Economic Association International
 Western Institute of Nursing
 Western Intercollegiate Rowing Association
 Women's Basketball Coaches Association

Policies

Equal Opportunity

The University of San Diego is dedicated to advancing academic excellence and creating a diverse and inclusive community. As an institution with a Catholic identity, the university is committed to creating and maintaining a work and educational environment that recognizes the dignity of each university community member.

The university is an equal opportunity educational institution. All student-related programs and services, including but not limited to admissions, financial aid, academic programs, housing, athletics and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law. Reasonable accommodations will be made for qualified individuals with disabilities in all such programs and services, unless the accommodation would create an undue hardship for the university.

Similarly, the university is an equal opportunity employer. All employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position. Reasonable accommodations will be made for qualified individuals with disabilities, unless the accommodation would create an undue hardship for the university.

The university may take affirmative steps in a manner consistent with applicable law to advance its mission and to promote equal opportunities for its students, faculty, staff and applicants. The university does not by this equal opportunity statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Student inquiries regarding the university's equal opportunity policy should be directed to the Vice President for Student Affairs (619-260-4590). Employee inquiries regarding the university's equal opportunity policy should be directed to the Chief Human Resources Officer (619-260-4594).

Policy Prohibiting Discrimination and Harassment

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

Definitions

Discrimination

Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender

identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Harassment

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, prohibited sex discrimination covers sexual harassment, including sexual violence. Sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually-oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; any unwelcome, intentional touching of the intimate areas of another person's body; or physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

Complaint Procedure

The university encourages any person who feels that he or she has been unlawfully discriminated against or harassed, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, to report the incident promptly. To assist in the investigation, the university requests that a complaint be made in writing with a detailed description of the facts giving rise to the complaint, the names of any individuals involved, including any witnesses and copies of any documents that support or relate to the complaint. Although the university requests the submission of a written complaint, an oral complaint is sufficient to initiate the procedures set forth under this policy.

Complaints should be made to any of the following people who are the university's designated officers for handling the complaints and implementing the university's policy against unlawful discrimination and harassment:

1. Complaints Against Administrators or Staff:

Director of Equal Opportunity and Affirmative Action
and Title IX Coordinator
Maher Hall, Room 101
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4594

2. Complaints Against Students:

Vice President for Student Affairs
Hahn University Center 232
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4588

Dean of Students
Hahn University Center 232
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4588

3. Complaints Against Faculty:

Executive Vice President and Provost
Hughes Administration Center 214
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4553

Dean, College of Arts and Sciences
Founders Hall 114
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4545

Dean, School of Business Administration
Olin Hall 341
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4886

Dean, School of Leadership and Education Sciences
Mother Rosalie Hill Hall 205
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4540

Dean, School of Law
Warren Hall 200
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4527

Dean, School of Nursing and Health Science
Hahn School of Nursing
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4550

Dean, Joan B. Kroc School of Peace Studies
Joan B. Kroc Institute for Peace & Justice 113
5998 Alcalá Park
San Diego, CA 92110
(619) 260-7919

If for any reason the person making the complaint does not feel comfortable directly reporting the incident to the appropriate individual identified above, the complaint may be reported through alternative channels. In the case of a complaint by a university employee, the complaint may be made to the employee's supervisor, manager, the Human Resources department, a dean, a vice president, or the president. If the complaint involves the employee's supervisor, the employee is not required to report the complaint to the supervisor. In the case of a complaint by a student, the complaint may be made to a dean, the vice president and provost, or the president.

A supervisor or manager who receives a complaint of unlawful discrimination or harassment, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, shall promptly inform the appropriate university's designated officer, as set forth above.

In cases involving potential criminal conduct, the university will determine whether appropriate law enforcement or other authorities should be notified.

Investigation and Corrective Action

The university will investigate every reported complaint of unlawful discrimination or harassment. The investigation will be conducted in a thorough, prompt and professional manner.

If the conclusion of the investigation is that unlawful discrimination or harassment occurred, the university will initiate corrective action, as appropriate under the circumstances. For employees, the corrective action may range from verbal warnings up to and including termination from employment. For students, the corrective action will be imposed in a manner consistent with the university's Student Code or other applicable procedures. If the individual found to have engaged in the unlawful discrimination or harassment is not an employee or student of the university, corrective action within the reasonable control of the university and as appropriate under the circumstances, will be initiated.

If termination of a faculty member is contemplated, the applicable rules governing dismissal for serious cause will be followed.

The employee or student who raised the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of the unlawful discrimination or harassment will be advised of the results of the investigation.

Retaliation Prohibited

The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of unlawful discrimination or harassment or is involved as a witness or participant in the complaint or investigation process. Engaging in unlawful retaliation can result in disciplinary action, up to and including dismissal from the university.

The university encourages any individual who believes he or she has been subject to unlawful retaliation, or observes or is otherwise aware of an incident of unlawful retaliation in violation of this policy, to report the incident promptly pursuant to the complaint procedure identified above. The investigation and corrective action procedures set forth above will similarly apply in the case of a complaint of unlawful retaliation in violation of this policy.

Right to Appeal

An employee or student who is found to have engaged in unlawful discrimination, harassment or retaliation in violation of this policy shall have the right to appeal the decision. Similarly, a complainant may appeal the decision.

If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. The appeal may address the decision of whether unlawful discrimination, harassment or retaliation occurred and it also may address the corrective action imposed.

The appeal must be submitted in writing within ten (10) working days after written notification of the results of the investigation. The appeal should describe with specificity why the findings or corrective action imposed were not reasonably based upon the evidence and information made available to the investigator and/or the university official who made the decision regarding the corrective action.

The president or vice president who is deciding the appeal may receive or consider additional information if he or she believes such information would aid in the review of the appeal. This right to appeal shall not entitle the appellant to a new or second investigation. The appeal should be granted only if the president or the vice president who is deciding the appeal concludes that the findings were not reasonably based upon the evidence and information available to the investigator, or that the corrective action imposed was not reasonably based upon the evidence and information available to the university official who made the decision regarding the corrective action.

The president or the vice president who is deciding the appeal will provide the decision to the individual who submitted the appeal within 45 days of receipt of the written appeal. The decision of the president or the vice president who is deciding the appeal is final.

During the time of the appeal and review, any corrective action taken as a result of the original complaint may be implemented and enforced.

If the decision was made pursuant to the procedures identified in the Student Code of Rights and Responsibilities, the appeal procedures identified in the Student Code shall apply.

Acts of Intolerance

The University of San Diego's mission statement affirms the institution's commitment to advancing academic excellence and creating a diverse and inclusive community. An act of intolerance is an affront to a community that values diversity and strives to create an inclusive environment.

Under the university's Acts of Intolerance Response Procedures, an act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender identity; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; or (7) age.

Some acts of intolerance rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics. Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols, or defacing or burning property. It is a violation of both California law and university policy to commit a hate crime.

The conduct underlying some acts of intolerance may violate university policy, even if the conduct does not rise to the level of a hate crime. Some acts of intolerance may involve protected speech, but still are inconsistent with the university's community values, and in those circumstances the university may elect to respond through education and/or through other corrective or responsive action. Acts of intolerance will be addressed by the university on a case-by-case basis.

The university encourages the prompt reporting of all acts of intolerance. A supervisor or manager who receives a complaint related to an act of intolerance, or observes or is otherwise aware of an incident involving an act of intolerance, shall promptly inform the appropriate university's designated officer as described in the university's Acts of Intolerance Response Procedures.

USD expects all members of the university community to comply with the law and applicable university policies, including the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment.

For more information, please see the university's Acts of Intolerance Response Procedures which can be obtained through the Office of the Vice President for Student Affairs or through the Department of Human Resources.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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 email address, student's photograph, 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 and legal guardians do not have the right to view a student's education records. The university may release such records with the written consent of the student or if the student is the parent's or legal guardian's dependent as defined in the Internal Revenue Code. 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 Ave., SW, Washington, D.C. 20202-4605.

Please refer to the USD FERPA website for additional information, 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 also includes people with what are sometimes called 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 (e.g. 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 course catalog 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 USD are accountable to the Student Code of Rights and Responsibilities, which is published online at www.sandiego.edu/conduct. The purpose of the code is to maintain a safe environment for the campus community, support the academic goals of the university and to foster the personal development of students. 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.

Information Resources and Facilities

Copley Library

The Helen K. and James S. Copley Library has more than 500,000 books, 6,000 media items, and subscribes to over 2,500 print journals and 125 online databases which provide access to more than 18,000 journals electronically. It also houses the university's media software collection, including video and audio tapes, DVDs, and CDs.

Library faculty, 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.

Copley Library is open 114 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 and the San Diego County Library system. 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.

Copley Library provides remote access to nearly all of the article databases. Databases can be accessed from outside the USD campus via the library's home page. The system will validate you as an authorized user by asking for your name and 14-digit bar code number (as it appears on your USD ID). Some databases may require passwords as well that can be obtained at the Reference Desk in the library.

The library is beginning to offer QuestionPoint, a virtual reference service that will allow users to ask reference questions 24 hours a day. Copley offers access to course materials via traditional print reserves as well as electronic reserves (E-Res). The library offers workshops on subjects such as APA style and database searching to assist users with developing better research skills.

Study spaces are available for over 700 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art. The library has over 80 computer workstations and 30 laptops for checkout. Other available equipment includes photocopy machines, microform reader/printers, and media hardware.

For more information, go to www.sandiego.edu/library.

Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, houses more than 547,000 volumes and volume equivalents of legal materials, including judicial, statutory, and administrative sources and an assortment of secondary materials on Anglo-American, foreign, and international law. Special concentrations include taxation, jurisprudence, human rights, intellectual property, environmental law and Mexican law. A full array of electronic resources is accessible through the website: www.sandiego.edu/law/lrc. The library is a federal and state government depository. The Legal Research Center is a partner in The San Diego Circuit library consortium, which provides access to the research collections of other San Diego libraries.

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 students and faculty of the School of Law and is available to any member of the USD community needing to conduct legal research.

Academic Technology Services

Academic Technology Services (ATS) is a division of Information Technology Services (ITS) with a broad range of responsibilities providing support and services to faculty, staff and students across the university campus. ATS works closely with other divisions of ITS to bring you stable and reliable service in support of teaching, learning and research.

ATS units are designed to provide specific support and services to our community. Desktop Support Services offers 24/7 Help Desk assistance for supported hardware and software related questions and computing issues; Student Computing Services; and works with the distributed technicians that are located in the various schools (ext. 7900, help@sandiego.edu). Computing Labs (ext. 2765) across campus offer Windows, Macintosh and Linux computers for both student and instructional needs. The Instructional and Media Technology (IMT) team is dedicated to supporting faculty with the adoption and implementation of technology in teaching and learning, USD's online course management system, emerging technologies, podcasting services, Student Technology Assistant (STA), training workshops available to all faculty, staff and students; and classroom technology services (ext. 7400, iteam@sandiego.edu). The media service provides full range of classroom media, video editing, graphics support, and the circulation desk, which has a wide variety of equipment that can be checked out. Other services such as the Video Teleconferencing facilities are now available across campus (ext. 4567, IMS@sandiego.edu). To learn more about the technologies and resources available, please go to www.sandiego.edu/ats.

Instructional Media Services

Instructional Media Services (IMS) is comprised of media/video production, digital graphic design and multimedia editing lab, instructional repair and installation, and instructional media equipment checkout. The department is located on the ground floor of Maher Hall, Room 186. Semester hours of operation are Monday through Thursday from 8 a.m. to 7 p.m.; Fridays to 6 p.m. Call (619) 260-4567 for information.

We provide a wide range of resources including instructional equipment lending, digital graphic services, audio/video/multimedia production for instructional use, media duplication, video/multimedia workstations, technical assistance, classroom technology support and repair, consultation/installation services and limited multimedia related software training. IMS can provide support for graphics design, video production, digitizing,

and other related services for your web-based activities in consultation with Academic Technology Services.

Student Life

In view of USD's mission to develop the whole person and understanding that learning takes place in a variety of educational contexts, the Student Life Area offers numerous opportunities for students to become actively engaged in student life. Student Life staff also partner 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 Leadership and Activities

All undergraduate students belong to the Associated Students of USD, 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 AS Leadership address student concerns, offer services, plan and manage student events and funds. Through participation on several faculty and/or administration committees, students share in decisions on university affairs.

The Associated Students has a governance and programming function for the undergraduate student body. The Associated Students Leadership Team is comprised of a president, vice president, speaker, chairs, and directors. The Student Senate is composed of a Speaker, Parliamentarian, Speaker Pro-Tem, and Senators (Academic and Residential). The Torero Programming Board is charged with coordinating all of the events and programs sponsored by AS. AS 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 branches: finance, communication, vice president (academics/student organizations), senate, and Torero Programming Board.

Finance

The Finance Committee of AS determines the allocation of the Student Activity Fee. Associated Students oversees an annual budget, Torero Program Board, Center Funding, and AS Budget Committee.

Communication

This area provides marketing/communication for all Associated Students issues and information gathering. This area coordinates marketing and communication, community relations, social media, and collection of data/surveying.

Student Senate

Student Senate has four standing committees: Academics, Student Organizations, Student Life, and Inclusion & Diversity. In addition, the Senate has two working committees: Budget Committee and Parking Appeals. The Senate addresses and works on student issues and concerns. Through the committees and Senate, AS works with campus departments, other campuses, and local/state agencies. The Senate has the power to recognize student organizations, approve funding, pass resolutions, and provide approval on changes in process.

Torero Program Board

This area coordinates a variety of programs for the student body including concerts, class programming, off-campus events, school spirit, special events, multicultural, and after-dark. The Torero Program Board is lead by the TPB Chair. This board receives funding from the Student Activity Fee.

Associated Students Committees

AS Budget Committee

The Associated Students Budget Committee consists of individuals who meet on a regular 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.

AS Senate Committees

The AS Senate Committees are Academics, Inclusion & Diversity, Student Life, and Student Organizations. Elected Senators are the committee members and chairs for these four committees.

Elections

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

Traffic Court

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

Associated Students

President

The President works with the Executive Board and Program Board Chair to coordinate their activities and is ultimately responsible for the welfare of the organization. The President is the official liaison between the student body and faculty, staff, and administration.

Vice President

The Vice President works with the President and the Executive Board to coordinate their activities and is ultimately responsible for student representation in academic matters, health/wellness, elections and student organization processes.

Finance Chair

The Finance Chair is responsible to the A.S. President for the budgeting and recording of the Associated Student money, provided by the Student Activity Fee for the needs and interests of the student body. Set annual budget for AS Team, operations, and on-campus centers. Fiduciary responsibility to advise the Program Board on behalf of Associated Students.

Communication Chair

The Communication Chair in the chair of the A.S. Communication Board and oversees the effective promotion of A.S. issues, projects, resolutions, and activities to the USD student body. The Communication Chair must oversee and execute effective communication with the students, in addition to serving as a liaison between the student body and the USD administration. Additional responsibilities include organizing extensive, innovative and creative marketing campaigns for A.S. with assistance of the Communication Board.

Speaker of the Senate

The Speaker of the Senate works with the Executive Board and Program Board Chair to coordinate their activities and be ultimately responsible for the welfare of the organization. The speaker is the official liaison between the student body and the faculty/administration through the Associated Students Senate.

Director of Academics

The Director of Academics promotes academic achievement campus-wide. The director chairs the Honor Council and promotes academic integrity on campus. Serve as a liaison between the students and the faculty/administration, and coordinates the research grant process.

Director of Elections

The Director of Elections reports to the A.S. Vice President for organizing and executing all elections of A.S. or elections sponsored by A.S. (e.g. Senator elections, A.S. Leadership election, Constitutional Amendment & Advisory Vote elections, etc.).

Director of Student Organizations

The Director of Student Organizations serves as the official AS representative to all registered student organizations on campus, chairs the Inter-Club Council (ICC), and facilitates the student organization registration process and develops workshops as necessary.

Director of Wellness & Sustainability

The Director of Student Organization represents and enhances USD students' health and environmental awareness. These responsibilities include researching and addressing current health (e.g. flu, stress, sexual transmitted infections, alcohol, sexual assault, sleep, eating disorders, nutrition) and environmental issues (e.g. water, energy, food justice, sustainability, awareness, Earth Week).

Director of Social Media

The Director of Social Media manages A.S. social media accounts, documents A.S. activities in "Year in Review" blog, and assists the Communication Chair, Director of Marketing, and Director of Public Affairs in promoting A.S. campaigns using web marketing. The director actively assists the A.S. Senate in its marketing endeavors to publicize student issues and A.S. resolutions.

Director of Public Affairs

The Director of Public Affairs monitors and influences the public perception of the A.S. Leadership Team and A.S. Senate, serves as the liaison between A.S. and USD student media, local businesses, local media, and the USD Office of Public Affairs, and maintains a positive image of A.S. as perceived by the student body. Additionally, the director maintains and executes communication contingency plans in the case of unfortunate events, and maintains our relationship with the San Diego community by cultivating corporate relations with local businesses and overseeing an annual philanthropic event.

Director of Marketing

The Director of Marketing develops extensive, innovative, and creative marketing campaigns for A.S. through the use of advanced technology and techniques, in addition to maintaining a consistent A.S. brand to effectively publicize the A.S. message. The director works closely with the

Communication Chair to assist in all marketing campaigns and develops a strong relationship with the Creative Zone (CZ) staff. In addition, cultivates relationships with local vendors and designs promotional giveaways.

Chief of Staff

The Chief of Staff maintains the overall operations and administration of the A.S. Executive Office in the Student Leadership and Involvement Center (SLIC), and works with the A.S. President and Executive Board in maintaining the organization and communication of the A.S. Leadership Team. It is recommended that the Chief of Staff be a previous member of the A.S. Leadership Team or a member of a previous A.S. work study staff.

Web Master

The Web Master maintains the A.S. website, coordinates all marketing done through the A.S. website, and addresses all web-related and technical needs of the A.S. Leadership Team.

Controller

The Controller report to the A.S. Finance Chair to record the monies of the Associated Students Budget Committee (ASBC), provided by the Student Activity Fee for the needs and interests of the student body; records and monitors money allocated to and spent by A.S. operations and affiliate organizations and centers; and maintains fiduciary responsibility to advise the Finance Chair on behalf of Associated Students.

AS Funded Centers

(receive allocations from the Student Activity Fee)

Center of Awareness, Service, and Action (CASA)

The Center for Awareness, Service, and Action 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.

CASA Social Issues

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

Creative Zone

The Creative Zone is a marketing resource center for all registered student organizations and departments. The creative zone offers copying, poster making, design services, and teambuilding resources.

United Front Multicultural Center

The United Front Multicultural Center plays an important role in the university's plan for developing a community that is culturally diverse and responsive to changing local, regional and national demographics. For over a decade, the United Front Multicultural Center has raised awareness of issues of diversity and inclusion, successfully advocating for policy change and securing the university's commitment to diversity and inclusion. There are currently over fifteen multicultural student organizations affiliated with the center. In addition, the UPMC houses a library, meeting space, and computers for the entire campus community to utilize. The offices for the director and associate director of the multicultural center are located in this area.

USDtv and USD Radio

The Associated Students provides funding for the operations/programming of USDtv and USD Radio.

Women's Center

The Women's Center empowers women to engage as leaders in a diverse and changing world. We are a student-centered learning community that provides resources and engages women and men in educational dialogue around gender-related issues. We are an advocate for a safe, supportive campus environment that creates equity among all voices.

Torero Program Board (TPB)

Chair

The Program Board Chair is responsible and accountable for providing leadership in the development of a well-balanced and successful program of cultural, educational, recreational and social programs suited to the needs and interests of the entire USD student body. The Program Board Chair leads the team of TPB in delivering programs that are affordable and produced in an effective and professional manner.

Vice Chair of Main Events

Reporting to the Torero Program Board Chair, the Vice Chair of Main Events is responsible for the supervision of the three (3) student coordinators. The position is part of the Torero Program Board Executive Team responsible for the overall programming on campus. The Vice Chair of Main Events serves as a main liaison to Greek Life (IFC/Panhellenic) meetings sharing information of Torero Program Board events.

Vice Chair of Operations

Directly reporting to the Torero Program Board Chair, the Vice Chair of Operations is responsible for supervising the Secretary/Treasurer, Tickets Coordinator and Marketing Coordinator, and is responsible for ensuring the TPB programs and events are marketed and publicized across campus and off-campus if needed. The Vice Chair of Operations coordinates event calendar(s) of student activities among Torero Program Board, Campus Centers, Multicultural Organizations, Greek Life, and other Student Organizations. The Vice Chair of Operations is also the main liaison to the Residence Hall Association to establish a partnership between the on-campus residents.

Vice Chair of Special Events

Reporting to the Torero Program Board chair, the Vice Chair of Special Events is responsible for the supervision of three (3) student coordinators. The position is part of the Torero Program Board Executive Team responsible for the overall programming on campus. The Vice Chair of Special Events serves as the main liaison to the United Front Leadership Committee sharing information of Torero Program Board events.

After Dark Coordinator

The After Dark Coordinator focuses on changing the campus social culture through creating and supporting non-alcoholic or non-alcoholic centered activities and venues. The Coordinator of After Dark is responsible for providing activities beyond the typical hours. The mission of the After Dark (late night) is to provide alcohol-free social events and activities that will serve as alternatives to the USD party scene and promote safe and responsible social interaction and behavior on, around, and off the USD campus.

Class Programming Coordinator

The Class Programming Coordinator is responsible for providing events for all freshmen, sophomore, junior, and senior classes. The Class Programmer is also responsible in building class unity, affinity and spirit by organizing at least one "can't miss" event per class per semester.

Concerts Coordinator

The Concerts Coordinator is responsible for major music events at the University of San Diego, which includes contacting agents and inviting a diverse array of bands/artists/musicians to perform at USD. The Concert Coordinator will plan and manage the Homecoming Concert, the Ole Musical Festival, student performances, and Nooners.

Marketing Coordinator

The Marketing Coordinator reports directly to the Vice Chair of Operations. Responsibilities include: creative promotion and graphic design knowledge, responsible for keeping a calendar of marketing events and maintaining a marketing checklist for each program. This coordinator is able to use and have knowledge of social medias for marketing and publicity for all events. The coordinator will utilize all marketing arenas provided by the university.

Memberships and Logistics Coordinator

Reporting to the Vice Chair, Operations, the Memberships and Logistics Coordinator is responsible for keeping record of all the Torero Program Board daily operations and business and assisting the Vice Chair of Operations in managing the TPB allocation, distribution, and use of the budget.

The Memberships and Logistics Coordinator will directly supervise and manage the Torero Program Board Street Team.

Multicultural & Arts Coordinator

The Multicultural and Arts Coordinator is responsible for providing programs that continues to celebrate and recognize the diversity of the University of San Diego through diverse arts and programs. This coordinator will work closely with multicultural and arts interest groups.

Novelty Coordinator

The Novelty Coordinator is responsible for different aspects of entertainment for the USD community. The coordinator programs events such as comedians, films, holiday events, and other entertainment events. The Novelty Coordinator aims to provide programming that is “out of the box” and new for students to enjoy. This coordinator is responsible for such events as Sun, Surf, and Volley and Winter Wonderland.

Tickets and Off Campus Coordinator

The Tickets Coordinator reports directly to the Vice Chair of Operations. The Tickets Coordinator manages the implementation and ticketing sales (both online and paper) operations concerning all of the Torero Program Board events; oversees all implementations of the ticketing process; prepares reports for evaluation; interacts with external agencies (if needed). The coordinator will also be working with off-campus vendors to collaborate group ticket sales for events around San Diego and Southern California.

Torero Spirit and Traditions Coordinator

The Torero Spirit and Traditions Coordinator reports directly to the Vice Chair of Special Events and is responsible for programming successful programs and events supporting Torero Athletics, Sports Clubs, Associated Students, Alumni Relations, and the Student Alumni Council. This coordinator is also responsible for events during Homecoming Spirit Week, Parents Weekend, Networking events, and other campus-wide traditional events suited to the needs and interests of the USD Student Body.

Undergraduate Student Organizations

The following is a list of registered undergraduate student organizations as of Spring 2012. New organizations are always being formed. For more information about a specific organization or to express interest in joining, contact the Student Leadership and Involvement Center, Student Life Pavilion, Level 3, at (619) 260-4802.

Academic and Honor/Professional Organizations

Accounting Society aims to help students learn about the various aspects of the Financial Information profession through activities and involvement with professionals, faculty, and peers.

Alpha Kappa Delta, the International Sociology Honor Society, is dedicated to the ideal of “investigating humanity for the purpose of service.” Its goal is to promote human welfare through the association of a group interested in developing scientific knowledge that may be applied to the solution of social problems.

Alpha Kappa Psi is a coeducational 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 can exchange ideas and to provide experiences that could help their future professional development.

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

American Marketing Association (AMA) connects students to marketing professionals across all specialties to collaborate, network, gain practical experience and empower their careers.

American Medical Students Association is a nation-wide, student run association of active pre-medical students committed to representing the concerns of physicians-in-training.

American Society of Mechanical Engineers (ASME) represents the USD student body to the American Society of Mechanical Engineering Board and aims to spread the word about fun contests, interesting conferences and build connections between the current and past students in the Mechanical Engineering program.

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

Beta Alpha Psi is a coeducational accounting fraternity that provides members with opportunities for academic, professional, and personal development in the fields of accounting and finance.

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.

Chi Sigma Iota is the international counseling academic and professional honor society. The society's mission is to promote scholarship, research, professionalism, leadership and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities and to promote closer affiliation between the commercial world and students of commerce.

Entrepreneurship Club is committed to bringing together USD students, entrepreneurs, alumni, and faculty with the hopes of building relationships and fostering an interactive learning environment to explore the world of entrepreneurship.

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.

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

Finance Club facilitates insightful discussion through enriching activities and encourages networking and interaction between students and faculty in the School of Business Administration to gain knowledge in finance and other related fields.

Honors Student Board is the leadership body of the honors program, which is designed to provide students with superior ability and accomplishment with challenges and opportunities that will allow them to realize their potential more fully.

Institute of Electrical and Electronics Engineers (IEEE) is a scientific and educational organization directed toward the advancement of the theory and practice of electrical, electronics, communications and computer engineering.

Institute of Industrial Engineers (IIE) is the student chapter of the Institute of Industrial Engineers and whose goal is to help students improve their understanding of industrial engineering by participating in tours, seminars and conferences. Members develop leadership skills by planning chapter events.

Lambda Alpha is the national collegiate honor society for anthropology 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.

Lambda Pi Eta is the honor society of the National Communication Association. It exists to recognize, foster and reward outstanding scholastic achievement in communication studies while promoting professional development.

Minority Association of Pre-Health Students (MAPS) aims to recruit and retain minority students in higher education by providing underrepresented pre-health students with knowledge, skills and experience that are prerequisite and concomitant to participation in health care careers.

Model United Nations helps members develop an understanding and appreciation of the structure and functions of the United Nations by infusing members with the skills to study comparative politics and international relations and how they relate to public policy on the international stage.

Mortar Board is a national honor society that recognizes college seniors for excellence in areas of scholarship, leadership, and service. Members represent the top scholars and leaders on USD's campus.

National Society of Collegiate Scholars (NSCS) is the nation's premiere honor organization for high-achieving students whose activities include leadership development, service programs, and more.

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.

Phi Alpha Delta is an international law fraternity whose purpose is to form strong bond uniting students and teachers with members of the Bench and Bar in a fraternal fellowship designed to advance the ideals of liberty and equal justice under law.

Phi Alpha Theta is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

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.

Phi Delta Epsilon is the largest and only International professional medical fraternity whose benefits include: community service, leadership development, doctor shadowing, MCAT prep-course discount, professional interaction and networking, and many other things to make you the best candidate possible for medical school.

Phi Sigma Tau serves as a means to award distinction to students who have high scholarship and personal interest in philosophy.

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 is a national political science honor society aimed "to stimulate scholarship and intelligent interest in political science."

Pi Tau Sigma is the national mechanical engineering honor society whose members are chosen on a basis of sound engineering ability, scholarship, personality, and probable future success in their chosen field of mechanical engineering.

Psi Chi is a national honor society whose purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields,

particularly in psychology, and to advance the science of psychology.

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

Psychology Journal Club is committed to learning about current research in psychology and related fields through reading, presenting and discussing journal articles.

RX for Success serves undergraduate students pursuing a pharmacy-related career through guest speakers, various events, and informational meetings.

Sigma Alpha Pi, The National Society of Leadership and Success, is a community of leaders dedicated to creating lasting positive change and a community where like minded success-oriented individuals come together and help one another succeed.

Sigma Delta Pi is the National Collegiate Hispanic Honor Society. Spanish majors and minors who maintain a high scholastic standing are eligible for membership.

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 Tau Delta is the International English Honor Society that promotes interest in literature and the English language.

Society of Women Engineers (SWE) is a national not-for-profit educational and service organization. SWE is the driving force that establishes engineering as a highly desirable career aspiration for women.

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."

Supply Chain Management Association organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations.

Tau Beta Pi is the oldest of the engineering honor societies. Its mission is to mark in a fitting manner those who have conferred honor upon their alma mater by distinguished scholarship and exemplary character as undergraduates in the field of engineering, or by their attainments as alumni in the field of engineering, and to foster a spirit of liberal culture in the engineering colleges.

Theta Alpha Kappa is the national honor society for students majoring or minoring in Theology and Religious Studies as well as for professors of the discipline. Established in 1982, USD's Alpha Chi Chapter of TAK is one of over 200 chapters of the Society in the United States.

Upsilon Pi Epsilon is the first and only existing international honorary society whose membership consists of outstanding undergraduate in Computing and Information Disciplines whose express purpose is to promote the computing and information disciplines. Members are chosen not only for their scholastic achievement in a computing science program, but also for distinguishing themselves as true professionals by meeting the standards of the society.

USD Ad Club focuses on spreading interest in and expanding knowledge of the advertising profession while encompassing aspects of marketing and communication.

USD Chemistry Club invites a community of aspiring chemists and biochemists at USD to promote science outside of the community, scientific and non-scientific, through outreach activities.

USD Debate Club is designed for any student interested in learning about competitive debate or who just enjoys debating in general.

USD Dental Club prepares, assists and educates students interested in pursuing a career in dentistry by providing leadership and community service opportunities in a cooperative and positive environment.

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

USD Pre-Physical/Occupational Therapy Club helps support students to achieve goals in the health career of their choice, focusing on physical therapy or occupational therapy careers.

Multicultural Organizations

The **United Front Multicultural Center (UFMC)** was established in 1997 to promote the goals and objectives of a coalition of multicultural student organizations. The purpose of the UFMC is to contribute to the creation of a campus environment which respects and supports diversity and inclusion. The Center provides services and programs to help foster a campus community that is culturally diverse and responsive to changes in local, regional, and national demographics. Ultimately, the UFMC serves as an educational resource for the university and continuously works to contest the dominance of prejudices and “-isms” at USD.

Association of Chicana Activists (A.Ch.A.) seeks to recruit and retain Chicana/Latina students in higher education. A. Ch.A. is an organization which seeks to transform women; it charges individuals with the desire for freedom, self-determination, and self-sufficiency. It is a training ground that polishes women's leadership skills in the areas of education, cultural awareness, politics, social issues, and in the emotional and spiritual realms. The aim is to empower Chicana/Latina women to move with and within positions of power. The end result shall be the personal growth, leadership development, and confidence in its individuals. In its orientation and activities, this organization shall be primarily: Service, Social, and Academic.

Asian Students Association (ASA) is a space for students with Asian descent to come together and share their common culture. Asian Students Association will serve as an umbrella for all students from the Asian ethnicity and students who would like to learn more about the Asian ethnicity. We hope to form a space for community, representation, comfort, identity, and family. We hope that through the celebration of cultural diversity, awareness, and pride, ASA will join together in long lasting friendship and bonds. Asian Students Association also promotes each member to thrive successfully in their education, passions, and self-discovery at the University of San Diego. ASA represents the voice of Asians on the campus of USD.

Black Student Union: Brothers & Sisters United (BSU) actively pursue recruitment and retention of under-represented students to, and at, the University of San Diego. BSU shall act as an umbrella for other Black organizations in the University of San Diego community. The Black Student Union shall promote awareness and education on the contributions of Blacks in a historical, political, social, economic context. The Black Student Union shall foster an environment of unity and cooperation among its members and other San Diego community organizations/groups.

Chaldean American Student Association provides support and recognition of scholarship and academic achievement, community involvement, and the development of a bond of friendship among its members; its aim is the advancement of educational success in the Chaldean community through the promotion and support of educational excellence, Chaldean tradition, Chaldean heritage, and Chaldean history. This will be achieved by encouraging and emphasizing educational support, educational collaboration, educational discipline, exposure of educational resources, promotion of educational success, community support, and community service.

Ethnic Studies Student Organization (ESSO) shall be the organization geared towards the awareness and celebration

of the Ethnic Studies program at the University of San Diego. It will act as a compliment to the issues addressed in the Ethnic Studies curriculum. It will provide a space for students and faculty to discuss additional issues regarding race and ethnicity, as well as their intersection with issues of gender, class, religion, and sexual orientation.

Filipino Ugnayan Student Organization (FUSO) considers cultural identity, self-esteem, academic performance, and the holistic development of the Filipino/Filipino-American student. FUSO is here to support not only the Filipino/Filipino-American students on campus, but all students who have interest in learning about the Filipino culture and what it means to be Filipino/Filipino-American.

Italian Culture and Language Organization is an academic, cultural, and social organization for USD students interested in practicing Italian, and getting to know Italian culture. The organization will promote social gatherings, activities, and events related to Italian culture.

International Student Organization (ISO) acts as a support group and representative of international students of USD, cater to the needs of the international student body, make them feel welcome upon their arrival, help them adjust to life in the US and to USD, get well acquainted and involved with the USD community as well as the USD community, help them deal with the feeling of homesickness, aid students in dealing with culture shock, organize programs of interest to them, facilitate their participation and interaction with the ISO and OISS, serve the USD campus community, and promote multicultural awareness on campus.

Jewish Student Union (JSU) creates and nurtures a Jewish community on campus. The organization is not limited to Jewish students and all are welcome. We would like to create involvement in Israel, understanding of Jewish culture, and values. Our goal is to create a community of awareness.

Movimiento Estudiantil Chicano de Aztlan (MEChA) purpose is to encourage Chicano/a and Latino/a students to further their education, cooperate with local community organizations, stay informed of the events affecting la Raza, and to develop ties with the barrios. MECHA encourages all members to promote their cultural heritage, strive for social, economic, and political power for "La Raza," develop an awareness and solidarity with Third World struggles, with emphasis on Latin America, and follow the concepts stated in El Plan de Santa Barbara.

Muslim Student Association (MSA) purpose is to provide a welcoming and inclusive environment for both Muslim and non-Muslims through education, community, and worship.

It is a social group for students on campus consisting of people from different origins, nationalities, and cultures. MSA is a tool by which people on campus can learn about Islam and its beauty; a voice for the Muslim on this campus and of all Muslims worldwide.

Native American Student Organization (NASO) purpose is to facilitate awareness on Native issues, concerns, and education. NASO's objective is to make sure that Native students' voices are heard, and to outreach to the Native community in San Diego. To be part of this group it is not required to be Native American. All people from different backgrounds, who are passionate about the Native culture, are welcome to join.

People of the Islands (POI) seek to promote and perpetuate the Pacific Islander culture and spirit on campus as well as the San Diego community. In its orientation and activities, this organization shall be primarily service to USD students.

PRIDE is an alliance of undergraduate men and women at USD who are gay, lesbian, bisexual, transgender, queer, questioning, or any other label one chooses to be identified as, and those who are supportive of this community. As a cultural organization, the primary purpose of PRIDE is to foster an environment of acceptance and inclusion through education, support, and social activities.

The South Asian Student Association (SASA) is an organization whose main goal is to spread knowledge and awareness about the South Asian cultures.

Taiwan Student Association purpose is to help new students and foster Taiwanese cultural exchange.

Greek Life

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 Council, and the men's groups are coordinated by the Interfraternity Council (IFC). In addition, the nationally-recognized Order of Omega honors men and women who have attained a high standard of leadership in inter-Greek activities.

International Women's Fraternities/Sororities

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

National Women's Multicultural Sorority

Sigma Theta Psi

International Men's Fraternities

Beta Theta Pi
 Delta Tau Delta
 Lambda Chi Alpha
 Phi Gamma Delta (Fiji) [Delta Colony]
 Phi Kappa Theta
 Sigma Phi Epsilon

Recreational and Sports Clubs

Climbing Club
 Club Baseball
 Club Surf Team
 Club Waterski
 DanceSport
 Dive Club
 Equestrian
 Kiteboarding
 Men's Club Soccer
 Men's Club Volleyball
 Men's Club Water Polo
 Men's Lacrosse
 Men's Rugby
 Official's Club
 Roller Hockey
 Ski & Snowboard Team
 Ultimate Frisbee
 USD Club Tennis
 USD Dance Company
 Women's Club Soccer
 Women's Club Volleyball
 Women's Lacrosse
 Women's Rugby

Religious Affiliated Organizations

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

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.

Special Interest Organizations

Adventure Club (Outdoor Club) is an organization for outdoor enthusiasts and adventure-seekers. Activities range from hiking, biking, kayaking, roller skating, snow shoeing, caving, canoeing, rock climbing & repelling, going to the zoo and eating s'mores!

Alcalá Club is a service organization of men and women who work with the President of the university and act as the official representatives of the University of San Diego.

Art Feeds Club is a nonprofit organization dedicated to empowering children through creativity. In collaboration with schools and after school programs, AF uses music, art, writing and performing arts to inspire the creative expression of children.

ASTRA is a volunteer organization sponsored by San Diego's Altrusa Club as part of their program for community service. ASTRA is an intimate club open to anyone who has a passion for service and wants to feel great about helping out by attending fun events.

Basement Society promotes the visual arts, art history, and architecture at USD.

Be the Match raises awareness and recruits potential donors to the "Be the Match Registry" as part of the National Bone Marrow Registry, raises funds for the Be the Match program and contributes to the growth of the program.

Best Buddies establishes a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, and leadership development with intellectual and developmental disabilities.

Business of Health Care Club creates a forum for education and increased awareness of issues facing managers in biotech and pharmaceuticals, healthcare policy, hospital administration, medical device technology, economics of healthcare and more.

California Electro House Music Connection (CAL EHMC) brings together in community those who are big house music fans.

Campus Connections is a group of peer educators who sponsor events and educational programs promoting healthy lifestyles.

Cars@USD is an organization new to USD's campus whose members have a passion for automobiles in any aspects.

College Republicans is an organization for students who support the Republican Party.

Colleges Against Cancer brings the “Relay for Life” to the University of San Diego’s campus annually. In addition, the organization establishes advocacy programs to promote cancer awareness.

Community Coaching Center (CCC) Ambassador Club is an organization that raises money and volunteers for a non-profit organization that works with children and teens with autism in the community.

Entertainment Industry Club (EIC) is a club for students interested in pursuing a career in the entertainment industry.

Finding Refuge Club creates an awareness of child slavery while taking direct action to stop its practice. It supports the City of Refuge Orphanage in Ghana

Founders Club preserves the spirit of the founders of the University of San Diego through compassionate service to our school community.

International Buddy Program (IBP/Buddy Program) is a student mentor program designed to help international students ease into university life, while keeping USD study abroad returnees connected to their international experience.

Invisible Children is a non-profit organization created to give compassionate individuals an effective way to respond to the situation in Northern Uganda. Their main priority at this moment is rescuing the child soldiers of northern Uganda.

Lace Up Stand Up (LUSU) is an organization that empowers and unites youth against bullying through the education of techniques to recognize, confront, and prevent detrimental behavior.

Leaders of Tomorrow (L.O.T.) is an organization with the mission of “learn to be successful no matter what industry. There is a need for more leaders in this world, become a Leader of Tomorrow.”

Opera Appreciation Club aims to promote awareness of the fine art of opera to a youthful audience.

PostSecret Club utilizes the concepts and ideals demonstrated and supported by PostSecret, Hopeline, and To Write Love On Her Arms to further mental health awareness on campus and reassure students that they are not alone.

Project Livingstone is a medical-volunteer organization that is traveling to Zambia Africa to work at a medical clinic, assist in community development, and conduct home based care.

Shelter San Diego is an organization that helps educate the public about the growing issues of San Diego’s homeless population, while simultaneously providing opportunities for service to benefit the homeless population.

STAND is an international student anti-genocide coalition that organizes to prevent and stop genocide whenever and wherever it may occur. They work to educate, fundraise, and raise awareness of these atrocities that occur around the world.

Student Homeless Alliance is an organization that brings together students, community members, and homeless individuals in a collaborative effort to empower and support the homeless population of San Diego.

Student Veterans Organization (SVO) serves the student veteran population, promoting veterans and veteran issues.

Students for Barack Obama (SfBO) brings the message of the re-election of President Barack Obama in the 2012 elections to the student body of USD.

The **Bullpit** is an organization that encourages spirit for the student body and enhances the experience of students and the campus community while at sporting or campus events, in a manner that is consistent with the USD values.

The **USD Microfinance Club** promotes and educates the campus and community about microfinance, as well as loans money to local entrepreneurs or disadvantaged people in developing countries.

Theology and Religious Studies Club (THRS Club) provides further opportunities for discussion, service, and support for people who are interested in Theology and Religious Studies.

THINK (USD THINK) provides an open forum inclusive to all members of our society and enables people to gather to discuss social issues while sharing a meal.

Treble Threat is the USD co-ed a capella group which performs music (words and percussion) using only their voices.

University of San Diego Study Abroad Ambassadors Club, in association with the Office of International Studies at USD, aims to further promote knowledge and interest among the student body in the study abroad programs offered.

University of San Diego Young Americans for Freedom (YAF) provides an organizational framework to promote the general principles of Young American for Freedom.

uRevv is a group of individuals who spread the desire to live an active, healthy lifestyle.

USD eSports is a body of enthusiastic gamers and spectators making up a community of gamers willing to share ideas and the joy of being part of an eSports community.

USD LiNK is an organization with the mission of redefining the North Korea crisis through creative storytelling, while fundraising and raising awareness for North Korean refugees.

USD Veg is an organization that shares the benefits of a plant based diet with the community.

Women in Politics & Public Policy (WIPP) is an organization that seeks to develop the next generation of leaders and to provide resources for all USD women interested in politics or public policy.

Worldwide Orphanage Relief Corporation (W.O.R.C.) raises awareness among USD students and local community members surrounding issues of child impoverishment, empowering students to act and to serve, as well as bettering the lives of our global youth through outreach and programming.

Young Americans for Liberty advocates smaller government, lower taxes and more freedom. Additionally its members stand for fiscal responsibility, free markets and personal freedom.

Young Democrats fosters civic engagement, civil discussion and political action in accordance with Democratic values. Their meetings, service work, and campaigns are open to all students on campus.

Hahn University Center

Monday – Sunday
7 a.m. to 11 p.m.

Campus Card Services

UC, Room 127
(619) 260-5999
www.sandiego.edu/campuscard

See page 40 detailed information.

Center for Awareness, Service And Action

UC, Room 113
(619) 260-4206
www.sandiego.edu/csl/casa

The Center for Awareness, Service and Action (CASA) increases awareness of the local and global community through expanding and enriching service learning opportunities. The Center also advocates social justice and the promotion of basic human rights through education, service and promoting inclusion.

Center for Health And Wellness Promotion

UC, Room 161
(619) 260-4618
www.sandiego.edu/chwp
See page 42 for detailed information.

Center for Inclusion and Diversity

UC, Room 225
www.sandiego.edu/inclusion

The purpose of the Center for Inclusion and Diversity is to advise on issues, policies and practices that affect USD's commitment to inclusion and diversity and to promote awareness and discussion by forming collaborative relationships across campus through forums, events, and initiatives.

Center for Student Success

Main Office: University Center 114
Phone: 619-260-5995
Hours: Monday-Friday 9 am-5 pm
Website: www.sandiego.edu/usdcss/
Commuter Student Commons: UC 119)

The Center for Student Success (CSS) generates innovative strategies to assist all undergraduate students in persisting to graduation.

The CSS works in conjunction with the Associate Dean for Advising and Curriculum in the College of Arts and

Sciences to lead the university's efforts on undergraduate student retention, First Year Experience, and Second Year Experience.

The following programs, services, and activities are offered through the CSS:

- Student Success Coaching with peer advisors or professional staff for students who are referred to the office, receive mid-term deficiency notices, or are placed on scholastic probation
- Student Success Workshops to assist with the transition to college
- Commuter Student Support
- Preceptorial Assistant Program
- Out-of-State Student Program and Student Council
- Transfer Student Support
- MAP-Works retention system
- Student assessment (various national and campus-specific studies exploring topics such as retention, satisfaction, and student experiences)
- Student Leadership and Development Transcript
- Undergraduate Leaves of Absence and Withdrawals
- General resource referral support for students, parents, faculty, and staff

Student Success Coaching

Student Success Coaching provides students with the opportunity to meet one-on-one with a peer advisor or professional staff to address academic and personal issues in a confidential setting. Peer advisors and professional staff are able to assist students with assessing and identifying presenting challenges, generating a Student Success Plan that includes academic and personal goals, developing academic skills, and connecting students with relevant resources on campus.

Commuter Student Support

The Commuter Student Commons, located in UC 119, serves as an on-campus home for entering freshman and transfer commuter students, and any continuing students who have never lived on campus. This welcoming space is where students can study, get together with other students, or relax between classes, and provides commuter students with resources they may need while they are on campus. The Commuter Student Commons staff manages the space and is available to answer questions about USD and the transition to college.

Exhibit Hall

UC, Room 282

The Exhibit Hall provides a space for educational, promotional and artistic exhibits. Stop by to view student art exhibits, traveling exhibits and other USD promotions! The exhibit hall is open to all student organizations and university departments for promotions and exhibits.

La Gran Terraza

Main Level

(619) 849-8205

www.sandiego.edu/dining/lagranterrazza

La Gran Terraza encompasses three unique dining options: O'Tooles (a lounge), Grand Dining Room, and The Terrace. La Gran Terraza will be open from Monday through Friday for lunch and dinner and Sundays for brunch. In addition to expanded space and hours, this location features many special events such as faculty roundtables, department social events as well as food and wine pairings, and festive holiday events.

Office of Student Affairs

UC, Room 232

(619) 260-4588

www.sandiego.edu/administration/studentaffairs

The Offices of the Vice President for Student Affairs, Assistant Vice President for Student Life, Assistant Vice President, Dean and Associate Dean of Students, and the Student Affairs Director of Resource Management are located here. Student Affairs has overall responsibility for residential life, student government, student activities and student organizations, multicultural and women's centers, health and wellness, recreation and fitness, student conduct and student support services.

Office of the Assistant Dean of Students

UC, Room 132

(619) 260-4590

sandiego.edu/orientation

sandiego.edu/conduct

The office of the Assistant Dean of Students serves three primary purposes: coordination of Torero Days and Spring Orientation programs; meeting with students who may have violated the Student Code of Rights and Responsibilities; and advising for both the Graduate/Law Student Life program and The Vista student newspaper.

One Stop Student Center

UC, Room 126
(619) 260-2700
www.sandiego.edu/onestop

The One Stop Student Center (OSSC) provides specially trained counselors to help students manage all business transactions dealing with financial aid, student accounts, and registration in one location.

Additionally, the OSSC maintains the One Stop Services tab on the MySanDiego portal accommodates routine business transactions on the Web 24 hours a day from any personal computer. Web transactions are conducted via your MySanDiego account and can be accessed from either the One Stop website, or the USD home page.

Examples of services available:

- register for classes
- add/drop classes
- view/print schedule
- request and pay for transcripts
- make payments
- check your financial aid
- check grades
- review degree audit plus much more.

The One Stop team is committed to providing state-of-the-art services for USD students and is anxious to serve you. They are also available by email at onestop@sandiego.edu. For other general information, please go to www.sandiego.edu/onestop.

Outdoor Adventures

UC, Room 136
(619) 260-4709
www.sandiego.edu/oa

Outdoor Adventures offers services to students, faculty, staff, and alumni for a reduced price, encouraging self-growth and self-expression. The OA Trips Program offers outings such as surfing, rock climbing, kayaking, canoeing, snorkeling, backpacking, hiking, and outdoor cooking, as well as a rental and retail area 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. Outdoor Adventures offers guide development and facilitator training programs for students to learn to lead trips, facilitate group programs, and an Orientation Adventure Freshmen wilderness program allows new students the opportunity to meet their peers in the great outdoors before the start of school.

Parking Services

UC, Room 102
(619) 260-4518
www.sandiego.edu/parking

The Department of Parking Services is a division of Public Safety Parking Services and is committed to creating a helpful and welcoming environment through the delivery of excellent service. The office is open 8 a.m. to 4 p.m., Monday-Friday.

Student Life Facilities, Ticket Office And Campus Scheduling

UC, Room 205
(619) 260-4796
(619) 260-4592
www.sandiego.edu/ucslp
www.sandiego.edu/campusscheduling

The Student Life Facilities staff (ext. 4796) is responsible for the daily operation of the UC and the SLP and a number of event venues on campus, including Salomon Hall. The Office of Campus Scheduling (ext. 4592) coordinates the scheduling of many campus events during business hours.

The UC Ticket Office offers many discounted tickets to the university community, including movie passes, Disney and Sea World tickets.

Tech Support Center

UC, Room 117
(619) 260-7900
www.sandiego.edu/its/techsupport

The Tech Support Center (TSC) offers computer support, troubleshooting, and repairs to USD's employees and students. The TSC is also the place to come for support for the USD wireless network, Web email services and student portal access through my.sandiego.edu.

Torero Computing Lounge

UC, Room 280

This lounge features Mac and PC stations, a pay for print station and quick access to the Internet.

UC Forums

Forums A, B and C are available as multi-purpose program spaces for events and programs. Forums A, B and C can be opened to accommodate dinners for up to 500 people and concerts up to 700 people.

University Ministry

UC, Room 238
(619) 260-4735
www.sandiego.edu/um

The University Ministry Center strives to nourish, support, and challenge the faith development of all members of the USD community. Through diverse partnerships across campus, University Ministry works to foster an intellectual environment in which USD students' academic and social development is amplified through complementary spiritual growth.

Persons of all religious traditions and those still searching for their religious identity are invited to take part in University Ministry's liturgies, programs, activities, and services. In addition to a vibrant Roman Catholic Sacramental life, University Ministry offers immersion trips, local service opportunities, retreats, small faith-sharing communities, pastoral counseling and companionship, scripture study, and all-faith services.

All of the center's programs are designed to empower students, staff, faculty, and alumni to:

- build a faith community
- develop a mature faith
- educate and work for justice
- nurture personal development
- cultivate leadership for church and society
- form a Christian conscience.

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

The USD community gathers in prayer each Sunday evening for Eucharistic liturgies in Founders Chapel at 7 and 9 p.m. During these vibrant celebrations the campus community is renewed and refreshed for the on-going work of finding God in the midst of study, work, and play.

For more information on our center, please visit us in the Hahn University Center, Room 238, call (619) 260-4735, or go to www.sandiego.edu/um

U.S. Bank

UC, Room 125
(619) 785-5972
usbank.com/usd

A full service U.S. Bank branch, specializing in student accounts, is open for all of your banking needs. Utilize your Torero Card as an ID and ATM/debit card all in one. U.S. Bank ATMs are located on campus at the Hahn University Center, Bert's Bistro, and the Jenny Craig Pavilion.

Frank Warren Lounge

UC, Room 279
(619) 260-7906

Through the generosity of the Warren family, students will enjoy this active space where they can relax, study, meet for group projects, play pool or watch sports with friends. The lounge features include Wi-Fi, cutting edge video technology and gaming (Wii, PlayStation and Xbox). Evenings and weekends will offer live entertainment, sports broadcasts and gaming tournaments.

Zipcar

Front of UC
zipcar.com/usd

Need a car for an hour or a day? Reserve one online and pick it up right on campus. It's the more convenient and environmentally friendly way to travel. Sign up on the Web and save — gas, insurance and miles are all included in the low hourly rate. Minimum age is 18.

Student Life Pavilion

SLP First Level

Pavilion Dining

SLP, First Level

www.sandiego.edu/dining

The Pavilion Dining Room is available for use for individual and group study and as a social gathering place.*

Along with the lounge, it is intended to serve as a hub for the USD community. This location offers several unique dining options encompassing an array of international cuisine. Pavilion Dining is open during the week for breakfast, lunch and dinner and for brunch and dinner on weekends.

*Dining Room available to students for use from 7 a.m. to 11 p.m. unless otherwise noted

SLP Second Level

The second level of the Student Life Pavilion is devoted to a large lounge area and marketplace, Tu Mercado.

The **Open Lounge** provides overflow seating for the dining room, couches and areas where students can work on a class project. This area is often a location for Saturday evening events.

Tu Mercado is a full-scale natural grocery store that offers everything you need to stock your kitchen at home. Shop in-store or online — delivery available. Tu Mercado also includes a Torero **Spirit Shop** (featuring USD clothing, gifts, magazines, books, exclusive Torero merchandise and more).

L'atelier is a culinary workshop, within Tu Mercado, that offers deli, gelato, pastries, smoothies, an espresso bar and prepared meals — perfect for enjoying at home or on the go.

SLP Third Level

Student Leadership And Involvement Center

SLP, Third Level

(619) 260-4802

www.sandiego.edu/slic

The third level of the Student Life Pavilion is home to the Student Leadership and Involvement Center, affectionately known as the SLIC. This area brings together the Associated Students leadership, Torero Program Board, student organizations, Fraternity and Sorority Life, and professional advisors in an open environment that fosters

communication and collaboration and invites all students to become actively involved in campus life.

The Creative Zone, which is also on this level, offers numerous resources for the marketing and promotion of student events.

SLP Fourth Level

Honors Center

SLP Rooms 409, 410

(619) 260-7847

www.sandiego.edu/honors

The honors program emphasizes teaching excellence, small classes and a core curriculum of innovative and exciting courses. This center is a nexus for informal interaction among honors students as well as a unique opportunity for these students to interact with other groups on campus. The center includes a formal meeting room and a student lounge.

International Student Lounge

SLP Rooms 422

(619) 260-4598

www.sandiego.edu/honors

The International Student Lounge is a comfortable and casual setting for the international community at USD to convene to socialize, study and host events. During the academic year, the International Student Organization hosts a free “Coffee Hour” on Thursdays between 12:30 to 2 p.m. that is open to the entire USD community.

Student Publications And Media

SLP, Rooms 402, 403

(619) 260-4714

theusdvista.com

usdradio.org

www.sandiego.edu/studentactivities/yearbook.php

www.sandiego.edu/usdtv

United Front Multicultural Center

SLP, Room 418

(619) 260-2395

sandiego.edu/unitedfront

The United Front Multicultural Center (UFMC) extends a warm welcome to all students, faculty, staff and community members. We invite all to experience diverse cultures and traditions, explore identities, engage in dialogue, challenge barriers, build leadership skills and empower each other to create an intellectually vibrant, socially just and inclusive

community. The UPMC engages the University of San Diego community in exploring and affirming the unique identity of each person. The Center fosters an environment where student leaders feel empowered to become change agents for social justice and builds relationships with faculty, staff, students and community members to develop a foundation that honors and values diversity. The UPMC serves as an educational resource, working to contest the dominance of prejudice and intolerance, and works to enact the values of the university as “a welcoming, inclusive and collaborative community...marked by protection of the rights and dignity of the individual.”

Women's Center

SLP, Room 420

(619) 260-2396

www.sandiego.edu/womenscenter

The Women's Center empowers women to become leaders in a diverse and changing world. It provides resources and engages women and men in educational dialogue around gender-related issues and serves as an advocate for a safe, supportive campus environment that creates equity among all voices. A private nursing mother's room is located in the center.

SLP Fifth Level/Rooftop Deck

The Rooftop Deck is a “green roof” filled with plantings that require minimal irrigation. Accommodating 200 people, it serves as a wonderful area for receptions and events.

Campus Recreation

Campus Recreation 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 exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion McNamara Fitness Center, Bradford Lee Bosley Mission & Café Fitness Center, Manchester multi-use field, softball field, soccer/multi-use field by the Mission Crossroads. 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, dance,

tennis, swimming, fitness, 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 swim training program, massage therapy, injury rehabilitation, and Fit and Active. Fit and Active is a flexible program which enables participants to take an unlimited number of fitness classes per week on an exclusive drop-in schedule for one low fee. For additional information, contact the Campus Recreation Office at (619) 260-4533.

Intramural Sports

With a full schedule of men's, women's, co-recreational 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 inner tube water polo. Additionally Campus Recreation has a Grad/Law Recreation program designed specifically for graduate and law students. This program includes intramural leagues for graduate students only and community special events for graduate students.

Sports Clubs

Sports clubs are student-registered organizations, which are administered through the Campus Recreation department. Some of the competitive clubs include: men's and women's lacrosse, men's rugby, men's and women's soccer, men's and women's volleyball, equestrian team, surf team, men's water polo, water ski team, ultimate frisbee team, baseball team, tennis club, climbing club, dancesport, and roller hockey team. These clubs compete in league and national collegiate club championships. In addition there are recreation clubs that include: Jiu Jitsu dance, scuba diving, and the recreation activities club. These clubs may compete in competitions; however they tend to sponsor recreational activities as their primary function. Individuals can join competitive clubs through the respective club tryout process. For more information on sports clubs go to www.sandiego.edu/campusrecreation.

Community Activities

The Community Activity program brings together many organizations and departments within the university to offer social events and activities that enhance the campus community. Some of the events include Fridays in the Valley, Thursday Night Tournaments, Recreation Friday Afternoons, Pick Up Sports Sundays, Family Weekend golf

tournament, Campus Challenge Beach Volleyball, and many other fun packed events. These events are marketed through the Campus Recreation office and sign up for these events can be accessed through the Campus Recreation registration page at www.sandiego.edu/campusrecreation

University Fitness (USD Fit)

USD FIT is a campus-wide initiative, led by Campus Recreation, to develop the university community in mind, body and soul by providing opportunities for students and employees to participate in fitness programs, which include; the ever popular Fit and Active group exercise classes, personal training, credit fitness classes, wellness workshops, and informal usage of the recreation facilities. One week each month during the fall and spring semesters, the campus community is invited to enjoy a featured free Fit & Active class to experience how fitness activities strengthen each wellness aspect. We help USD relieve stress, have fun and get FIT without leaving campus. To learn more about USD FIT programs and classes, go to www.sandiego.edu/campusrecreation/fitness_wellness.

Dean of Students Area

The Dean of Students Area 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 to enhance the intellectual climate. 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 program focus on each class year's developmental needs.

The Dean of Students Area is comprised of the following departments and programs: Residential Life, the Center for Student Success, Student Conduct, Graduate Student Life, Torero Days, Commuter Students, and Transfer Students.

Residential Life

The purpose of the Department 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 the opportunity to grow and find meaning through friendships, exploration of ideas, and involvement both on and off campus.

Resident living accommodations house approximately 2,600 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 Agreement. 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 coursework or employment at USD. Specific terms and conditions regarding student housing are included in the Housing and Dining Services Agreement that is provided to all resident students.

Community Service-Learning

As part of the USD Changemaker Hub the Center for Community Service Learning engages students to learn in partnership with the community, and make life-long commitments to promote social change and justice. For over 25 years the Center for Community Service-Learning has worked with the San Diego and global 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, Room 113, CASA sponsors a wide range of meaningful student-led community service projects.

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, Room 218; the telephone number is (619) 260-4798. Hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m.

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. The university is a member of the West Coast Conference, Pioneer Football League, Western Athletic Conference, Western Intercollegiate Rowing Association, and Pacific Softball Conference. Men's NCAA Division I sports include basketball, baseball, cross country, golf, tennis, soccer, and rowing. Football participates in Division I-FCS. Women's Division I sports include basketball, cross country, softball, rowing, tennis, swimming, track, 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 Assistant Director of Athletics for Compliance.

Student Services

Alumni Association

The mission of the University of San Diego Alumni Association is to create and nurture a lifelong relationship between the university and its alumni. "Engaging alumni on behalf of our students" is the vision statement of the Alumni Association and is realized through a focus on the interaction of alumni and current students. Student involvement in Alumni Association events and programs exposes students to alumni for networking, professional development, mentoring and tradition sharing. In addition, students learn about the important role of alumni in the growth and advancement of their alma mater. The Alumni Association also strives to financially support students through a comprehensive scholarship program (USD Alumni Endowed Scholarship Fund) and annual gifts to support the university's top priorities (Alcalá Alumni Fund).

Governed by a volunteer Board of Directors, the USD Alumni Association represents the interests of 55,000+

alumni in all 50 states and around the world and manages the strategic direction of the Association. Some of the programs supported by the Alumni Association include Homecoming and Reunions, USD Wine Classic, regional alumni outreach, student scholarships, student and alumni networking events, the Young Alumni Network and Alumni Honors. Alumni special interest groups include School of Business Administration Alumni Council, School of Leadership and Education Sciences Alumni Council, Law Alumni, Real Estate Alumni and Alumnae of the Sacred Heart. If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to www.alumni.sandiego.edu.

Campus Card Services

The Campus Card Services office is responsible for administration of the CampusCash pre-paid services plan, maintenance and customer support of meal plans, distribution of university identification cards, administration of the ONITY door lock system, and the Student Telephone system, including distribution of "Personal Billing Numbers."

Campus Cash is accepted at most locations on campus, including:

- Campus Card Services
- USD Torero Store
- La Gran Terraza
- Campus Dining and Vending
- Copley Library
- Legal Research Center
- Copy & Graphic
- Mail Center
- Computer Labs
- Jenny Craig Pavilion and UC Ticketing
- Outdoor Adventures
- Campus Rec
- Media Services
- Health Center

And at the following off-campus locations:

Domino's Pizza
265 Linda Vista Road, Linda Vista

Firehouse American Eatery
722 Grand Avenue, Pacific Beach

Olive Café
805 Santa Clara Place, Mission Beach

Ryan's Café
5201 Linda Vista Road, Linda Vista

Starkeys BBQ
3231 Mission Boulevard, Mission Beach

Sushi Freak
5175 Linda Vista Road, Suite 105, Linda Vista

zpizza
5175 Linda Vista Road, Linda Vista

Campus Card is located in the University Center, Room 127, on the lower level adjacent to U.S. Bank. The office is open Monday through Friday. For hours of operation go to www.sandiego.edu/campuscard. For more information or to contact them, call (619) 260-5999 or email 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 frequent workshops on resume writing and interviewing skills, as well as targeted sessions for clubs and classes. Career Services also provides individual assistance with career decision making, job search strategies, and graduate school planning.

Career Services collaborates with alumni, academic departments, and student organizations to host annual events such as the Internship Fair, the Graduate School Fair, the Career Expo, and the Majors Fair. The office also coordinates employer presentations, on-campus interviewing, a resource library, and a career planning website with job and internship listings.

Located in the Hughes Administration Center, Room 110, Career Services is open Monday through Friday from 8:30 a.m. to 5 p.m., with extended hours on Wednesday until 6 p.m. For more information, go to www.sandiego.edu/careers, careers@sandiego.edu, or call (619) 260-4654.

Dining Services

USD's award-winning Dining Services is committed to enhancing our guest's experience through outstanding food and services, culinary excellence, customer feedback and campus social responsibility. Our dining locations provide much more than sustenance — we provide a place where students gather to study, socialize and interact. We believe that “breaking bread together” is a unique aspect of dining on campus that fosters community and enriches one's USD experience.

Dining Services, a self-operated auxiliary, also includes: La Gran Terraza restaurant, USD Catering (the university's exclusive caterer); campus vending; and athletic concessions.

For additional information on meal plans, job opportunities, contact information and more, go to www.sandiego.edu/dining.

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. Manchester Village residents have mailboxes located down the hall from the lobby in Building II. When available, non-resident students may rent mailboxes in Loma Hall at a cost of \$25 per semester.

Service window hours are 8 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.

Test Preparation Courses

See page 68 for details.

University Copy

USD's full-service copy shop is located behind Maher Hall — right around the corner from Aromas coffeehouse. Output services include printing from digital files, B/W and full color photocopying on a wide variety of paper stock. We now offer large format poster printing. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating, and shrink wrapping. Notary services are also available by appointment.

All of our current copier papers are recycled or FSC-Certified and rain forest alliance approved.

University Copy is open Monday through Friday, 8 a.m. to 5 p.m.; phone: (619) 260-4890; fax: (619) 260-7727; www.sandiego.edu/copy

USD Torero Store

The USD Torero Store, located in Loma Hall, stocks all required textbooks (new, used, rental and ebooks) and school supplies. In addition, you will find a selection of general books, office and art supplies, USD clothing and USD merchandise, cards, gift items, stationery, bags, and magazines. The USD Torero Store also carries computer hardware, software, and computer supplies, and offers services such as faxes, ink refill, online orders, special orders and mail orders. All major credit cards are accepted.

Regular Semester Hours:

Monday through Thursday 9 a.m. to 7 p.m.
 Friday 9 a.m. to 4 p.m.
 Saturday 9 a.m. to 4 p.m.
 Sunday Closed
 (Extended hours provided at the beginning of each semester.)

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

Regular Semester Hours:

Monday through Thursday 7:45 a.m. to 7 p.m.
 Friday 7:45 a.m. to 4 p.m.
 Saturday 9 a.m. to 4 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 go to www.usdtorerores.com.

Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, visit www.sandiego.edu/wellness for 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.

Center for Health and Wellness Promotion (CHWP)

Hahn University Center, Room 161
 (619) 260-4618
www.sandiego.edu/chwp

The Center for Health and Wellness Promotion (CHWP) serves the USD student community through educational opportunities, prevention campaigns, campus-wide programs, assessment initiatives and individualized interventions. CHWP empowers students to make healthy choices and creates a university climate conducive to the overall success and well being of the individual student and campus community.

Individual consultations and assessments leading to personalized recommendations and support are available on a variety of wellness matters (e.g. problematic drinking, smoking cessation, nutrition). Group services provide opportunities for students to obtain important wellness information, seek support from peers, and enhance one's ability to make healthy choices. CHWP also provides 12-step support services for students seeking to address substance dependence.

A variety of student leadership opportunities are available through CHWP. Peer education groups serve the USD community by sponsoring education and outreach activities to promote healthy choices. Peer education efforts are focused on raising awareness of wellness issues affecting today's college student. Peer outreach programs address sexual assault and the risks associated with problematic drinking, substance abuse, and other related health behaviors and concerns.

CHWP provides students with access to web-based assessment tools that provide personalized information to students about risks associated with their individual health and wellness behaviors.

CHWP sponsors College Cab, a safe ride program that is funded through USD Associated Students. This program provides a safe ride to students who find themselves in any situation that places them at risk (e.g. being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations please visit the CHWP website.

CHWP Hours and Staffing: To schedule an individual appointment, workshop, or training, and/or for additional information about our programs and services, please call (619) 260-4618 or stop by our office in the Hahn University Center, Room 161.

Counseling Center (USDCC)

Serra Hall, Suite 300
 (619) 260-4655
www.sandiego.edu/usdcc

During their time at the university students navigate significant personal developments that can be intellectually, socially, and emotionally taxing. Consistent with the university's 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, psychologists-in-training, and a consulting psychiatrist employ brief treatment modalities to address students' emotional and psychological needs as students work to realize their academic potential.

Counseling Services: Many students experience difficulties as they adjust to university life; stress, loneliness, anxiety, depression, body image concerns, and relationship issues are common. Currently enrolled students may receive an assessment with recommendations for appropriate treatment and services. Depending on student needs and counselor availability, recommendations may include services provided by USDCC, services provided by other

professionals on campus, or services provided by psychiatrists, drug/alcohol abuse specialists, psychologists, nutritionists, or other professionals in the community. USDCC services are offered at no cost to students, and may include individual or group counseling and psychiatric consultations.

Prevention and Education: The USDCC also stresses the importance of preventive educational interventions. In coordination with the Center for Health and Wellness Promotion, USDCC staff provides interactive presentations, workshops, and other forms of educational outreach to students, parents, staff, and faculty. These programs help maintain a campus climate that supports the optimal functioning of the diverse student population.

Psychological Consultation: Counselors are available to students, parents, staff, and faculty for consultation on mental health issues. These consultations can occur by telephone or in person, and can address any number of concerns, but often serve to help members of the campus community determine whether and how to make a referral to the USDCC.

Academic Consultation: Academic consultation is available to all students desiring to improve their academic performance. Counselors provide a variety of assessments and recommendations, including academic counseling, screenings for possible learning disabilities (coordinated through Disability Services), personal counseling, and referrals for tutoring or peer academic support services. Help with test-taking strategies, time management, stress management, and other coping skills are available as well. Students on academic probation are particularly encouraged to use these services.

Hours and Staffing: The Counseling Center is located in Serra Hall, Suite 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m.; with extended hours on Wednesdays until 6 p.m. when classes are in session during the fall and spring semesters. Walk-in hours are from 11 a.m. to 3 p.m., Mondays through Fridays, with extended walk-in hours on Wednesdays until 5 p.m. when classes are in session during the fall and spring semesters. The Counseling Center can be reached at (619) 260-4655. For after-hour emergencies, the counselor on-call can be reached by calling the Department of Public Safety at (619) 260-2222.

Disability Services

Serra Hall, Suite 300
(619) 260-4655
www.sandiego.edu/disability

Disability Services at USD provides specialized resources and services to enrolled students with documented disabilities. These services include academic accommodations, disability management counseling and coordinating with other departments (e.g. Residential Life, Parking Services, Public Safety) to provide assistance.

To receive support from Disability Services, students must first contact our office and submit valid documentation. For each type of disability, there are specific requirements that must be met for documentation to be considered valid. These requirements are described on our website.

Once the disability has been verified by Disability Services, each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented with consideration of the student's present needs, supporting documentation and the core requirements of each class. It is the goal of Disability Services to promote maximum student independence.

Our office also offers consultation to students with temporary disabilities (e.g. physical injuries such as broken limbs, etc.) and to students who have health-related dietary restrictions.

Students who intend to request services are encouraged to contact our office (619) 260-4655 as soon as possible to discuss documentation and university procedures.

Student Health Center (SHC)

Maher Hall – Next to Aroma's
(619) 260-4595
www.sandiego.edu/healthcenter

Hours

The SHC hours are: 8:30 a.m. to 4:30 p.m., Monday, Tuesday, Thursday and Friday; 8:30 a.m. to 6:30 p.m. Wednesday (closed 11 a.m. to 1:30 p.m.).

The Student Health Center is available for all students attending the University of San Diego. High-quality and convenient outpatient medical care is provided for acute illness, minor injuries and other on-going medical problems. Preventive care, including well-woman and well-man check-ups, study abroad physicals, immunizations, and health education is also available. The clinic staff includes physicians, nurse practitioners, a physician assistant, nurses, medical assistants, and administrative support staff. Students may make advance

appointments for preventive care. Students may make same-day or advance appointments, or may be “triaged” by a registered nurse, who will assess the student’s condition and determine the need for urgent attention by our medical staff. A nurse practitioner/physician assistant/physician is available to answer urgent health questions after hours, weekend and holidays and can be reached via public safety at (619) 260-2222. Emergency Care is not within the scope of services offered by the Student Health Center. For medical emergencies off-campus, dial 911. For on-campus emergencies, call public safety at (619) 260-2222.

If you are a student, there is no fee to be seen by a healthcare provider at the Student Health Center. However, diagnostic exams and minor procedures, such as electrocardiography (ECG), cryotherapy, suturing or laboratory work, require a minimal fee that is payable by check, credit card, or CampusCash directly to the Health Center at the time of service. With the SHC expansion in the Fall 2012, some new specialty services will be offered for a small fee, such as travel medicine and allergy injections. Please see our website for more information. In addition, many low-cost prescription and over-the-counter medications are available for purchase at the Health Center. Students have the option of obtaining and paying for these services at the Health Center, or being referred to other facilities or pharmacies in the community. Students that need X-rays or lab work that is not available at the Health Center will be referred to nearby off-site locations. Student Health Center providers can also make referrals to specialists in the community.

All students are encouraged to have medical insurance coverage that has a minimum benefit for emergency care, as this is NOT provided via student fees. Students should also be aware of whether they have a pharmacy benefit. Although the SHC does not provide insurance billing, a receipt for services can be provided for the student to submit. Health insurance information is available on the Student Health Center website at www.sandiego.edu/healthcenter/

The university is not responsible for provision or cost of medical care rendered off campus.

First Year Experience

www.sandiego.edu/usdcss/fye/

The University of San Diego’s First Year Experience (FYE) 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 residential life experience.

The first year of college at USD 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.

First Year Experience Program Goals

The objectives of the First Year Experience at USD are:

- Introduce students to the core curriculum as the foundation of USD’s liberal arts undergraduate education
- Assist students’ transition to college life by informing them about multiple resources available to them
- Introduce students to the mission and core values that form the identity of USD as a Catholic university
- Encourage students to think about and begin to develop values for living with diversity and adopting a healthy lifestyle

The objectives will be accomplished by the following activities:

- Orientation Experience
- Preceptorial Program
- Residential Life Experience
- Living-Learning Community (LLC) Program

Additional programs and opportunities in the first year:

- MAP-Works: Transition assessment and support
- Out-of-State Student Program
- Freshman Workshop Series
- Academic support outreach
- Emerging Leaders course
- Student Learning and Development Transcript
- Community Service activity

- Student Organization/Recreation involvement or leadership
- USD cultural events
- USD sporting events

First Year Experience Program Descriptions

Orientation Experience

USD's orientation experience begins during the summer and culminates with the Torero Days on-campus experience the days before classes begin. The overall orientation experience is designed to introduce students to the university and fellow students. A number of activities and experiences are facilitated by student leaders, staff, and faculty that will help new students become more comfortable in their new living environment, better understand the demands and expectations of college life at USD, and begin to connect with fellow students, faculty and staff.

Preceptorial Program

The preceptorial program is one of the two core components of USD's First Year Experience. The program involves faculty advisors for incoming first-year students in a small class called the preceptorial. The content of the preceptorial course depends on the course title and description. All preceptorial courses fulfill a core curriculum requirement and count toward graduation.

Preceptorial Assistant

The Preceptorial Assistant (PA) is a successful continuing USD student who serves as a liaison to the preceptorial faculty member, mentor to new students, and general resource for first-year students. Preceptorial assistants also plan and implement outside-of-class activities to assist students with the transition to college.

Residential Life Experience

Residential Life is one of the two core components of USD's First Year Experience. All first-year students are required to live on campus during the first year. All first-year resident students will have a First Year Experience Resident Assistant (FYE RA) who works on their hall to establish a respectful and inclusive community. All students in first year halls will meet individually with their FYE RA who serves as a mentor and resource for university services, activities, and programs.

Living-Learning Community (LLC) Program

Living-Learning Communities (LLC's) are an expanding part of the first year experience that integrates both of the two core components – preceptorial program and

residential life. A Living Learning Community is a group of students who take a preceptorial class together, live near one another and experience college in a way that is more than just living in a residence hall or going to class. Each community is built around a theme like social justice, science and transformation, sustainability or faith.

Academic Resources

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

Undergraduate Research

The Office of Undergraduate Research was established in the Fall of 2011 to serve all undergraduate students, and offers several programs to encourage scholarly experiences. Services to both students and faculty are available, and we encourage collaborations across departments. The office aims to ensure that undergraduate students from all disciplines have the opportunity to engage in research, scholarship and creative activities during their time at the University of San Diego. The Undergraduate Research office is located in Maher Hall, Room 264B. Call (619) 260-7840 or go to www.sandiego.edu/ugresearch

Writing Center

The Jack and Helene Drown Writing Center, administered by the Department of English, offers help to USD students from all disciplines and class levels. The Writing Center is staffed by trained, faculty-recommended peer tutors. Students and tutors work one-on-one in relaxed but structured sessions. The tutoring hour may address any step in the writing process, including understanding a text, brainstorming, expanding or refining ideas, and organizing the work. Writing references and computers are available. The Writing Center is located in Founders Hall, Room 190B. Students may make an appointment or call (619) 260-4581. For the current schedule and further information go to www.sandiego.edu/writingcenter/

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, Room 160. For up-to-date information about the Logic Center and the work schedules of the student tutors go to www.sandiego.edu/phil/logiccenter.php

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, Room 310, and is available to USD students on a walk-in basis and for scheduled group tutoring sessions. 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. Information about the Mathematics Center, including its schedule, is available through the Mathematics and Computer Science Department website at www.sandiego.edu/cas/math-cs/.

Centers and Institutes

Frances G. Harpst Center for Catholic Thought and Culture

In its mission to enable and foster the engagement between USD's Catholic identity and its academic mission, the Center for Catholic Thought and Culture seeks to:

- Develop thought-provoking programs that will engage the university and local community in critical dialogue with the Catholic intellectual and cultural traditions
- Promote Catholic Social Teaching and its integration into the academic and institutional life of the university community
- Organize conferences, liturgical and cultural events and exhibits that showcase the Catholic Church's rich heritage and its contributions to the arts, letters and sciences and to all which ennoble humans to pursue what is right and just
- Provide faculty with opportunities and support for development and to create quality courses that expose students to the Catholic intellectual and cultural traditions
- Showcase and Facilitate the many exciting and important areas of USD life that embody the foundational ethos, vision and ongoing mission of the university through collaborative and bridge-building ventures across campus and beyond
- Contribute to key discussions pertaining to the Christian cultural, ecclesial, intellectual and social life at local, national and international level through research initiatives, projects and the ongoing core activities of the Center

From its inception, the Church has been a community of faith and service. Historically, Catholicism has also always been a community of inquiry, learning and reasoned discourse. The catholicity of the University of San Diego is aptly captured in the gospel-inspired principle 'all are welcome'. Though the focus of CCTC's programs and cultural events is Catholic, people of all faith traditions and people of none, are most welcome to attend CCTC sponsored events and benefit from the exchange of ideas.

Center for Christian Spirituality

The Center for Christian Spirituality is an expression of USD's mission of service to the university and the larger community of which it is a part. The Center's goal is to address and foster spirituality in four areas: personal enrichment, academic life, professional life, and social justice. The Center pursues its mission by:

- offering programs and events of both general and targeted interest which serve both the greater San Diego community and the university
- providing links and facilitating access to University resources
- promoting shared initiatives with faith communities in program and event design and presentation for spiritual enrichment and growth

Rooted in the Roman Catholic spiritual tradition, the Center provides a broad horizon for learning, understanding, dialogue, and appreciation of the diversity of beliefs and cultures which enrich our world.

Open to all. Student participation is welcome. For information, contact the Center for Christian Spirituality, Maher Hall, Room 280, or (619) 260-4784 or go to www.sandiego.edu/ccs

Center for Educational Excellence

The Center for Educational Excellence (CEE) was established to help faculty in all phases of their pedagogical development from the time they first arrive at USD through their Emeriti years. It is a campus-wide center that offers programming and consultation to faculty on learning, teaching and assessment. CEE facilitates collaboration among curricular programs and student services, and partners with a variety of campus resources, such as the Center for Community Service-Learning, the International Center, and Academic Technology Services. CEE 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 complete schedule of programs, events, and workshops sponsored by the CEE annually. CEE is staffed by the

director, the assistant director, support staff, and the Faculty Advisory Committee of academic and administrative representatives. For current information on programs and events and for online registration, go to www.sandiego.edu/cee or call (619) 260-7402.

English Language Academy

The USD Division of Continuing Education, English Language Academy (ELA) offers an intensive English language proficiency and cross-cultural program.

The ELA courses for undergraduate and graduate students include language skills for academic and professional purposes. The program currently offers six levels of academic and TOEFL preparation courses. It is a year-round program with small classes 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.

School of Business Administration

For centers and institutes within the School of Business Administration, see . These include:

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

School of Leadership and Education Sciences

For centers and institutes within the School of Leadership and Education Sciences, please contact the school. These include:

- Autism Institute
- Caster Center
- Center for Education Policy and Law (CEPAL)
- Character Development Center (CDC)
- Community College Leadership Academy (CCLA)
- COMPASS
- Educational Leadership Development Academy (ELDA)
- Global Center
- Institute for Nonprofit Education and Research
- Leadership Institute
- Manchester Family Child Development Center (MFCDC)
- Mobile Technology Learning Center

USD Institute of College Initiatives

The University of San Diego Institute of College Initiatives (ICI) introduces local, national, and international communities — especially students and their families — to the university, and provides academic and support services to assist student achievement. The Institute is home to USD's three TRiO programs: Upward Bound, Student Support Services, and McNair Scholars.

The Institute is also a collaborative partner in community-wide projects that introduce students and their families to higher education: The Global Leadership Connection for high school juniors in San Diego (www.globalleadershipconnection.org), Expanding Your Horizons for San Diego and Imperial County girls in grades 6 through 10 (<http://www.eyhsandiego.org/>), the US Department of State-funded Afghan and American PreCollege Institute for high school students and teachers, a liaison with Rotary District 5340 (international Rotary scholars enrolled in the Kroc School of Peace Studies, and USD Rotaract), and a spring Botball tournament hosted at USD.

USD Student Support Services

USD Student Support Services (SSS) serves 320 eligible enrolled USD undergraduates from low-income and/or first generation to college backgrounds, those who have documented disabilities, and those who are underrepresented in college. SSS strengthens participants' abilities through advising, study skills, tutoring, and mentoring; academic, financial, and/or personal counseling; leadership training, special services for students with limited English proficiency, and SSS grant aid to eligible participants. USD SSS provides services to retain and graduate students, helping them to begin careers and pursue graduate education by assisting them in admission and financial aid applications for graduate and professional programs. Admitted first year and transfer SSS students transition to USD during a one-week Summer Bridge program prior to Torero Days. Services are provided year-round through the senior year. SSS encourages a USD climate that nurtures success for all.

USD TRiO McNair Scholars

The USD McNair Scholars program prepares undergraduate students for doctoral study through research and scholarly activities. It enrolls 25 high-achieving and self-motivated USD undergraduates in a variety of majors, who participate in graduate school preparation, research with faculty mentors, summer research internships, professional academic conferences and visits to potential graduate schools.

Research is at the heart of the USD McNair Scholar program. Participants partner with faculty mentors in their disciplines, formulate research plans, and receive stipends to support their implementation of summer research projects. USD McNair further supports the publication and presentation of participants' results in journals and professional conferences.

USD McNair provides opportunities for its Scholars to visit graduate schools, and to complete graduate school admissions and financial aid applications. Scholars receive individual tutoring and academic counseling to ensure success. They receive assistance in preparing for the Graduate Record Examination (GRE). Finally, to aid in all these pursuits, each USD McNair Scholar receives the loan of a laptop computer and instructional technology training as necessary.

Dr. Ronald 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, achieving a PhD 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 this program in his memory.

USD TRiO Upward Bound

USD TRiO Upward Bound provides intensive services to meet the "success beyond high school" needs of 60 eligible low-income, first-generation-to-college students from the Kearny High Educational Complex in Linda Vista. Upward Bound sponsors year-round activities, enhancing the abilities of its participants to enter and succeed in postsecondary education through individualized academic assessment, college preparatory coursework, advising, counseling, tutoring, mentoring, educational field trips, SAT preparation, college admissions and financial aid guidance, financial literacy education, and a five-week summer residential academic program on USD's campus.

Joan B. Kroc Institute for Peace & Justice

Fostering Peace, Cultivating Justice, Creating a Safer World

The Joan B. Kroc Institute for Peace & Justice (IPJ) identifies, employs and disseminates best practices in peacebuilding, using work on the ground to develop effective strategies and techniques. As part of the Joan B. Kroc School of Peace Studies, the IPJ works in the field and on the USD campus to promote dialogue across political, ethnic, gender, religious and socio-economic divides and to

encourage inclusive approaches to conflict prevention, conflict resolution, and post-conflict reconciliation and justice.

Institute conferences and lectures on critical issues such as conflict prevention, human security, transitional justice, and international human rights law serve as a global resource for the rapidly developing field of peacebuilding and for USD students.

International Peacebuilding Programs

Addressing the root causes of violent conflict can clear paths to sustainable peace. The IPJ's international peacebuilding initiatives, which vary depending on the country context and needs of local partners, bring multiple levels and groups in societies together to end conflicts and break recurring cycles of violence.

The IPJ has worked in Nepal since 2001, during its transition from armed conflict and monarchy to peace and multi-party democracy. Programs have ranged from negotiation training for political party leadership, military officers and policymakers to workshops with civil society, marginalized groups, journalists and victims of human rights abuses.

In Kenya, the IPJ is working with marginalized communities around Nairobi to prevent another round of electoral violence, as occurred in 2007, during the upcoming presidential elections.

In West Africa, the IPJ is working with local human rights groups to strengthen their ability to advocate for reform and accountability.

In Guatemala, the IPJ is working to strengthen access to justice through legal empowerment of civil society and communities. The IPJ is also conducting policy advocacy for a strategy to end the half century armed conflict in Colombia.

Women PeaceMakers Program

Research has shown that the inclusion of women in peace processes leads to more sustainable and just post-conflict societies. Since 2003, the IPJ's Women PeaceMakers Program has been documenting the lives and work of women on the frontlines of peacebuilding around the world. Each year, four exceptional women peacebuilders come to the IPJ for an eight-week residency. The creative solutions they develop in conflict situations are captured in narratives and film. The PeaceMakers also interact with students and the community.

To advance collaboration among international scholars and practitioners on issues of human security and peacebuilding, the Women PeaceMakers Program includes annual conferences, such as a global court of accountability for conflict-related gender crimes. USD Women PeaceMakers have increasingly been active in promoting peace through regional advocacy in Cambodia, Nepal and the Philippines.

WorldLink – Connecting Youth to Global Affairs

Today's youth are tomorrow's peacebuilders. The IPJ therefore offers a year-round student-led program for young people to engage with leaders and experts on global issues. Emphasizing active participation through forums, class presentations and internships, middle and high school students explore potential solutions to challenging issues like poverty, global warming and causes of conflict.

The program's keystone event, the annual WorldLink Youth Town Meeting, brings together more than 700 student delegates from Mexico and the U.S., along with exchange students from around the world. As a result of their exposure to global issues and policy makers inspires many delegates to work for positive social change.

Distinguished Lectures and Public Programs

The IPJ offers the USD and San Diego communities a variety of distinguished lectures and public programs on peace and justice issues. To learn more about the IPJ at USD, go to www.sandiego.edu/peacestudies/ipj.

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 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 full time 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 or go to www.sandiego.edu/mfcdc.

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;
- 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 provides 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. 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 current program areas include security and rule of law, sustainable economic development, migration and immigration policy, and cross-border collaboration and understanding. TBI works with USD faculty, staff, and students to pursue research and activities that advance the border and bilateral relationship between the United States and Mexico.

Among TBI's institutional partners in the San Diego/Tijuana binational region are 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 (COLEF), and other border studies institutes in Europe and Mexico.

Additional Associations and Organizations

The University of San Diego Alumni Association

The mission of the University of San Diego Alumni Association is to create and nurture a lifelong relationship between the university and its alumni. "Engaging alumni on behalf of our students" is the vision statement of the Alumni Association and is realized through a focus on the interaction of alumni and current students. Student involvement in Alumni Association events and programs exposes students to alumni for networking, professional development, mentoring and tradition sharing. In addition, students learn about the important role of alumni in the growth and advancement of their alma mater. The Alumni Association also strives to financially support students through a comprehensive scholarship program (USD Alumni Endowed Scholarship Fund) and annual gifts to support the university's top priorities (Alcalá Alumni Fund).

Governed by a volunteer Board of Directors, the USD Alumni Association represents the interests of 55,000+ alumni in all 50 states and around the world and manages the strategic direction of the Association. Some of the programs supported by the Alumni Association include Homecoming and Reunions, USD Wine Classic, regional alumni outreach, student scholarships, student and alumni networking events, the Young Alumni Network and Alumni Honors. Alumni special interest groups include School of Business Administration Alumni Council, School of Leadership and Education Sciences Alumni Council, Law Alumni, Real Estate Alumni and Alumnae of the Sacred Heart. If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to www.alumni.sandiego.edu.

The University of San Diego Parents Association

The Office of Parent Relations oversees the USD Parents Association. All parents of USD students are members of this organization. Within the USD Parents Association are two volunteer organizations, the Parents Association Board and the Parent Ambassador Program.

The mission of the Parents Association Board is to integrate parents into the university community by mobilizing parent resources, fundraising for scholarships and programs, and networking with other parents, students and University personnel in helping to create an educational environment consistent with the mission statement of USD.

The Parent Ambassador Program is a volunteer program providing parents involvement opportunities with several USD sponsored events and enables parent ambassadors to further integrate the USD community and enhance the student experience by sharing knowledge and support. The Parents Association also works to support admissions efforts, career and networking opportunities, fundraising and hosting regional events.

The Office of Parent Relations is dedicated to keeping parents and families informed and involved with the university through various publications and activities.

For more information about the Parents Association Board or the Parent Ambassador Program, please contact the Office of Parent Relations at (619) 260-4808.

Ancillary Organizations

Bridges Academy is a continuing education program for those ages 55 and older. Most lectures are given by USD professors on subjects and research in their chosen fields. All lectures are held mid-week on the USD campus. Most attendees of the lectures support the Bridges Endowed Scholarship Fund which awards merit-based scholarships to undergraduate students.

Gold Club is a group committed to the success of the Annual Sports Banquet event. They are recognized for their extraordinary financial support which helps to underwrite the event and provide maximum benefit to all NCAA programs at USD.

The President's Club is USD's annual leadership donor society. In addition to knowing that their gifts are supporting and strengthening the mission of USD, annual donors of \$1,500 or more are invited to enjoy benefits such as invitations to President's Club and other key campus events, and receive special communications from the university.

Puente de Oro is a recognition society established to honor and show gratitude to those who have graciously provided for the future of USD through planned giving.

Torero Athletics Association is an organization committed to the financial support and promotion of athletics at USD. Coordinated through the Athletics Development office, this is accomplished through annual and capital development campaigns, athletics events and communication with membership, prospects and the university community.

University of the Third Age is proud to offer this life-long learning experience for people 55 and wiser for over 30 years. Without any prior academic requirements, participants are given the opportunity to engage in

educational workshops, enlightening conferences, experiential field trips and most importantly, make new friends year after year. The program takes place two times per year in University of San Diego's Manchester Conference Center. For more information please call (619) 260-5976 or go to www.sandiego.edu/ce/u3a

Chairs and Professorships

Thomas C. Barger Endowed Visiting Professorship

The Thomas C. Barger Endowed Visiting Professorship in Business Administration was established to support outstanding visiting scholars in the various disciplines of business administration.

George E. Barrett Professorship in Law & Finance

A professorship that recognizes an outstanding USD law faculty member with a demonstrated interest in protecting investors, consumers, workers, or others from fraud or other abuses of power.

Hugh & Hazel Darling Foundation Fellowship

The Hugh & Hazel Darling Foundation Fellowship provides funding for scholarly work in the area of constitutional originalism to a faculty member of the law school's Center for the Study of Constitutional Originalism.

Clare Boothe Luce Professorship

The Clare Boothe Luce Professorship was established in the Department of Chemistry and Biochemistry by a grant from The Henry Luce Foundation. The Clare Boothe Luce Professorship is intended to encourage and provide opportunities for the highest caliber women to teach and do research in fields where there have seemingly been obstacles to their advancement. In Fall 2009, Dr. Lauren Benz was hired as the Clare Boothe Luce Assistant Professor.

Class of 1975 Endowed Professorship

The Class of 1975 Endowed Professorship, established by the School of Law's Class of 1975 as its 25-year reunion gift to the law school, recognizes meritorious teaching, leadership and academic accomplishments of a professor in the School of Law.

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 USD 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 USD. 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 who 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. Mary and Churchill Knapp of La Jolla, California funded this endowment through a gift to the university.

Lyle L. Jones Professorship in Competition and Innovation Law

The Lyle L. Jones Professorship honors one of the founders of the firm of Sullivan, Jones & Archer, nationally known for its work in antitrust law and civil litigation.

Daniel F. Mulvihill Chair in Commercial Real Estate

The Daniel F. Mulvihill Chair in Commercial Real Estate was established to honor Dan Mulvihill's many decades of service to the University of San Diego, his leadership roles in mortgage banking and his support for countless charitable organizations in the United States and overseas. In 1992, Dan Mulvihill chaired the committee that raised the endowment for the Ernest W. Hahn Chair of Real Estate Finance, which enabled USD to recruit Dr. Mark J. Riedy, who subsequently created what has become the Burnham-Moores Center for Real Estate at USD, funded with a \$5 million endowment. The purpose of the chair is to elevate the university's Master of Science in Real Estate degree program to national rankings and recognition.

Monsignor John R. Portman Chair in Catholic Systematic Theology

Funded by an anonymous donor, the Msgr. John Raymond Portman Chair in Roman Catholic 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 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 were established through the generosity of the late Clarence L. Steber, K.H.S., member of the board of trustees of the university, 1968-70. Providing a substantial grant in support of a faculty member's professional development, two Steber Professorships are awarded annually. In theology and religious studies, the award is on the basis of peer-reviewed project proposals. Steber Professorships in the School of Business recognize substantial contributions by faculty in the areas of teaching, research, and service.

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

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

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.

Kaye and Richard Woltman Professorship in Finance

The Kaye and Richard Woltman Professorship in Finance was established to recognize and support faculty scholarship and teaching excellence ensuring an exceptional student experience.

Admission

Admission to USD 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 academic 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. Graduation from secondary school or completion of a General Education Diploma (GED).
2. 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.
3. 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.
4. Academic recommendation from high school faculty.
5. Personal essay.
6. Evidence of leadership, talent, service, or other qualities which will lead to success and meaningful participation in college and the larger community.

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

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. Go to www.sandiego.edu/cas/academics/approved_exam_credits.php 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. Go to www.sandiego.edu/cas/academics/approved_exam_credits.php 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 did not graduate high school or complete the GED, should have successfully completed an AA degree before applying.

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 website 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 on the Undergraduate Admissions website.
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 \$300 deposit and resident students should send a \$500 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 Principles of Good Practice 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 08541. The SAT or ACT with writing is optional for international freshman applicants. The SAT is administered throughout the year worldwide. To obtain SAT registration materials, go to 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 15.

All international students accepted by the university who require a F-1 or J-1 Visa 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 \$500, and commuting students should send a tuition deposit of \$300 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 a Certificate of Eligibility Form I-20. The Form I-20 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 Benefits

The University of San Diego welcomes veterans, dependents and members of the U.S. Armed Forces. All eligible veterans, service members and dependents may now apply for benefits online at www.gibill.va.gov/. For more information, contact the USD Veterans Affairs Coordinator at the Registrar's Office, Founders Hall, Room 117.

Yellow Ribbon Program

The University of San Diego is a participant in the Department of Veterans Affairs: Yellow Ribbon GI Education Enhancement Program. This program provides contributions to eligible veterans, spouses and/or children with unmet tuition costs. In addition, the VA will match the USD Yellow Ribbon scholarship funds offered by USD. For additional information regarding application for the program, contact USD's Veterans Affairs Coordinator at the Registrar's Office, Founders Hall, Room 117.

2012-2013 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, go to your MySanDiego portal or make inquiries at the One Stop Services Center, Hahn University Center Room 126, 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

Tuition 2012 - 2013

1-11.5 units, per unit \$1,360
 12-18 units, per semester \$19,743
 Over 18 units, per additional unit \$1,360
 Auditing is \$160 per credit hour.

Note: Tuition for 2013-2014 has not been determined. It is expected to increase.

Other Fees

Associated Students

12-18 units, per semester \$98
 7-11.5 units, per semester \$37
 3-6.5 units, per semester \$9

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

Student Health Services Fee, per year \$140

Student Life Pavilion Fee, per semester

Full-time \$98

Part-time \$37

Vista Fees (per semester) \$9

Transcripts (each) \$5

Deposit 2012 - 2013

Advance tuition deposit for new commuter students
 (non-refundable) \$300

Advance tuition and room deposit for new resident
 students (non-refundable) \$500

Advance room pre-payment for returning resident
 students \$250

(During the spring semester, returning students are able to contract for their upcoming academic year housing. Please contact the Office Department of Residential Life for additional information concerning application/payment deadlines and refund policies.)

Combination damage, cleaning, and room checkout deposit is held as long as the Resident remains on the list for assignment or lives in a university residence
 hall \$100

Special Fees 2012 - 2013

Credit by Examination is \$160 per credit hour.

Competency Exam Fee \$25

ID Replacement Fee \$18

Returned Check Charge \$25

Please refer to Student Accounts website for information on late charges and fees.

Parking Fees

Commuter Permit \$255

Motorcycle Permit \$45

Resident Permit \$280

Note: The parking fees for 2013 - 2014 have not been determined. They are expected to increase.

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

Room and Meal Plans 2012-2013

There are several different plans available. Room and meal plans may vary between approximately \$4,800 and \$6,000 per semester depending upon type of accommodations and/or meal plan.

Residents must be currently enrolled full-time students at USD (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).

For detailed meal plan information, go to www.sandiego.edu/dining/mealplans/

For detailed information on residential life, go to www.sandiego.edu/residentlife

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 academic calendar, www.sandiego.edu/academiccalendar). An Official Withdrawal Form must be obtained from the Center for Student Success. Informing a course instructor or academic department does not constitute withdrawal from the course or the university.

Refund Schedule

Fees and deposits are non-refundable, except as expressly stated. Tuition is fully or partially refundable only when students officially withdraw by completing and submitting withdrawal forms to the Center for Student Success.

To receive a 100% refund, student must withdraw or drop course(s) by the 8th day of classes for the regular academic semester.

Please refer to the academic calendar through the MySanDiego portal for specific dates and future changes to the "Refund Schedule." Updates to the "Refund Schedule" will be made prior to the first day of semester classes and without written notice (see academic calendar, www.sandiego.edu/academiccalendar/).

A student receiving financial aid should consult the One Stop Student Center 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).

Any student who feels that his or her individual case warrants an exception to the Tuition Refund 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 course catalog. For calendaring reasons, it differs from the above. For details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

Room and Meal Plan Refund Policy

The room prepayment becomes immediately non-refundable upon submission for all residents regardless of the reason for cancellation.

Cancellations become effective as of the date written notification is received by the Office of Residential Life 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 and dining 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 and dining 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 course catalog.

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, meal plan 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 charges, 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 August and January for the respective fall and spring semesters. (See Academic Calendar, page 6 for specific dates.) A late registration fee is 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 with a check that is returned by the bank and remains 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 charge, if applicable, may be assessed 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 meal plan arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, a 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 website each semester.
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online on the One Stop Services tab of the MySanDiego portal (my.sandiego.edu). Students may

also pay the required tuition, fees, room and meal plan at the One Stop Student Center, Hahn University Center, Room 126. Students enrolled in the university's monthly installment plan should remit their payment online on or before the first of the month.

3. If the student plans to use estimated Financial Aid (including Federal, State and/or USD loans, grants and scholarships to cover his/her balance), the student must defer payment online. Deferring payment is a way for the student to let us know that financial aid has been awarded but it has not posted to his/her student account. There is no fee for properly deferring a student's account balance; however, failure to do so will subject the student to a late registration fee. To complete this process, logon to the MySanDiego portal, click on the 'One Stop Services' tab, locate the 'My Payment Deferral Status' channel and follow the instructions.

Note: Please read the Intercession and Summer Sessions' course catalog for specific information regarding the registration/fee payment procedure for those academic periods.

Payment Plans

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.

To establish a payment plan or monthly installment contract: Log into the MySanDiego portal and click on the One Stop Services tab. Under the Student Account channel, click on 'My Online Student Account'. If you are eligible, you will see the installment plan option under the installment payment plans channel. In order to effectively initiate an installment plan contract, you must pay the exact amount indicated in the installment amount due line.

The Monthly Installment Plan operates according to the following guidelines:

1. 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.
2. Payments begin on August 1 for the fall semester plan and on January 1 for the spring semester plan.

3. To enroll in the monthly installment plan, login to the MySanDiego portal and click on the One Stop Services tab. Adjustments are made to monthly installment plan payments as charges and/or credits occur.
4. In the event of a contract default, USD may refuse the student or contract buyer a subsequent installment contract.
5. 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 meal plan arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment/registration deadlines, a late registration fee must be paid.
6. A \$50 processing fee is required upon execution of the monthly installment plan per semester.
7. Tuition, and room and meal plan payments received are refundable in accordance with the university's published refund policy.
8. Installment payments are not available for study abroad programs.

Additional information on payment plans is available from the One Stop Services Center, located in Hahn University Center, room 126 or by phone at (619) 260-2700.

Financial Aid

The primary purpose of the financial aid program at USD 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 can vary depending on established need and/or merit.

Eligibility Requirements

1. 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 USD Guide to Financial Aid Consumer Information. The guide is available on the USD Office of Financial Aid website at www.sandiego.edu/financialaid or in the Office of Financial Aid (OFA).
2. The student must complete the appropriate application(s) – see application procedure below.
3. The student must be a United States citizen or eligible non-citizen.
4. The student must not be in default on any federal loan or owe a refund on any federal grant.
5. 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.
6. Certain USD funds require full-time enrollment.

Application Procedure

1. Each student must complete the Free Application for Federal Student Aid (FAFSA) available at www.fafsa.gov. Students who do not wish to submit their FAFSA on line can print a blank FAFSA from the FAFSA website or can request a blank copy be mailed to them by calling 1 (800) 4-FEDAID. All students are expected to read and follow the instructions and deadlines in the Guide to Applying for Financial Aid at USD available on the OFA website.
2. When required by federal law, and upon request from the Office of Financial Aid, it will be necessary for the student to provide their/their parents' most recent tax information and/or respond to other requests for information by the Office of Financial Aid.
3. All financial aid applications must be submitted or postmarked on or before the priority deadline dates listed in the academic calendar 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.

Alcalá Scholars

This award is offered to small number of incoming freshman who have demonstrated academic excellence through their outstanding grades, rigorous curriculum, and high test scores. 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.

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.

Torero Pride Awards

This award is offered to those students who possess a combination of academic achievement and personal qualities that support our Mission and Core Values. 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.

Diversity "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. Students who fail to meet the GPA requirements in January may be reconsidered at the end of the Spring semester.

University of San Diego Scholarships

These scholarships are awarded to new, 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. Scholarships range from several hundred to several thousand dollars. Eligible continuing USD students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

University of San Diego Grants

These grants are offered to new, full-time students with documented need. Grants range from several hundred to several thousand dollars. Eligible continuing USD students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

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 \$1,500 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 at the USD website, www.financialaid/forms or 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 residents of the State of California and have demonstrated academic achievement and financial need. The grants can be renewed each year. In 2011-2012 the Cal Grants ranged from \$1,551 to \$11,259.

The University of San Diego advises all students who are 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 the 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 page 65.

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 2011-2012 Federal Pell Grant was \$5,550. The maximum amount is determined each year by the federal government.

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 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.

Current 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 54). For some scholarships with specific requirements, a USD scholarship questionnaire is used to determine eligibility, and only the students who complete the questionnaire will be considered for those scholarships.

Annual Scholarships/Awards

Accountancy Program Scholarship
 Ahmanson Foundation Scholarship
 Appraisal Institute
 AMN Healthcare Scholarship
 ARCS® (Achievement Rewards for College Scientists) Scholarship
 Arizona Alumnae of the Sacred Heart Scholarship
 Donna Lee Arledge Memorial Scholarship
 Baker & McKenzie Scholarship
 *Allen and Donna Baytop Scholarship Award
 Blystone NROTC Scholarship
 Blystone Nursing Scholarship
 The Burnham Foundation Scholarship
 C.E. & S. Summer Abroad Program Scholarship
 California Building Industry Foundation
 Ernest W. Hahn Scholarship
 Fieldstone Foundation Scholarship
 Harry L. Summers Endowment
 California Association of Realtors
 Bob and Betty Cahan Scholarship
 Casner Family Scholarship
 CCIM (Certified Commercial Investment Members) Nursing Scholarship
 Chapin Dissertation Award
 Mary Jane Charlton Nursing Scholarship
 Colorado Alumnae of the Sacred Heart Scholarship
 Leo C. Curley Trust Scholarship
 Danvera Foundation English Scholarship
 Danvera Foundation Nursing Scholarship
 Carrie Estelle Doheny Foundation Scholarship (Science Research)
 Sister Duchesne Scholarship
 Duncan Theatre Arts Scholarship
 Carr Ferguson Graduate Tax Research Fellowship
 William Foster Outstanding Dissertation Award
 Eris McCoy Gallagher Scholarship for Education

Hal H. Gardner Memorial Scholarship
 Catherine B. Ghio Scholarship
 Michael Ghio Memorial Scholarship
 Max and Gussie Gonick Memorial Prize for Academic Excellence in the First Year
 Gilligan-Spiritan Scholarship in Peace and Justice Studies
 Bill Hannon Foundation Scholarship in Peace and Justice Studies
 Marion Hubbard Loan Scholarship
 Harold and Catherine Johnson Family Memorial Trust Scholarship
 Johnston-Schoell Engineering Scholarship
 Johnston-Schoell History Scholarship
 *Helen and Webster Kinnaird Law Scholarship
 Joan B. Kroc Scholarship in Peace and Justice Studies
 Kiwanis of San Diego Foundation Scholarship
 Kroha Family Law Scholarship
 Law Alumni Scholarship
 Law Dean's Scholarship
 Law Faculty Fund
 Lawyers Club of San Diego – Lynn Schenk Scholarship
 Lone Mountain Scholarship
 James McIntyre Foundation Scholarship
 W. Scott McIntyre Memorial Scholarship
 *Irene M. Carames de Middlebrooks Scholarship
 Janice Nalley Memorial Scholarship
 Nonprofit Leadership & Management Scholarships
 Other Esteem Scholarship
 Chester Pagni Outstanding Student Service Award
 *Dr. Judy Rauner Scholarship
 Real Estate Alumni Scholarship
 Remembrance Fund Scholarship
 Lina C. Romero Memorial Scholarship
 Sister M. Aimee Rossi Music Scholarship
 Rotary Ambassadorial Scholarships:
 Master of Arts in Peace and Justice Studies
 Upward Bound High School Students Go to College
 San Diego Alumnae of the Sacred Heart Scholarship
 San Diego Foundation Scholarships
 *School of Business Student Scholarship
 Bernard H. Siegan Scholarship
 Jean Sidorick Philosophy Award
 Darlene Shiley Veterans Scholarship
 *Shurko Family Scholarship
 SIOR/Majestic Realty Foundation Scholarship
 Patricia Della (Stahl) Spinosa Memorial Scholarship
 Vessela Zaykova-Smolina Memorial Scholarship
 S.A. Sutterfield Memorial Book Scholarship
 USD Mortar Board STRIVE (Seeking To Recognize Individual Visions of Excellence) Scholarship
 USD Opportunity Scholarship
 Bernard H. Van Der Steen Scholarship

Vincent C. Walsh Trust Scholarship
 Meg Whitman Scholarship (MSEL)
 Julie I. Wilkinson Nursing Scholarship
 Dr. Sheila Quinlan Williams Scholarship
 Viterbi Family Foundation Scholarship for Nonprofit
 Leadership
 and Management Program
 *Richard and Kay Woltman Law School Scholarship
 Elizabeth Baker Woods Education Scholarship
 ADM Elmo R. Zumwalt, Jr. Leadership Award
 *New Scholarships

Endowed Scholarships

Donors have endowed the University of San Diego with the following funds for scholarships to be awarded annually for the life of the university.

Jack L. Adams Scholarship Fund (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
 Thomas Ackerman Scholarship for the Nonprofit
 Leadership
 and Management Program Fund
 Alfred F. Antonicelli Scholarship Fund
 Eileen and Carlton Appleby Scholarship Fund
 Arcaro Scholarship Fund
 Kathryn Grady Atwood Memorial Fund
 Ernest Backhaus Memorial Scholarship Fund
 Dr. and Mrs. Manuel Barba Scholarship Fund
 Barnhart Scholars Scholarship Fund
 *Andrea M. Basque Scholarship Fund
 *Richard A. Bayer Scholarship Fund
 Aloysius J. Bedell Scholarship Fund
 H.N. and Frances Berger Scholarship Fund
 The Bosley Family Scholarship Fund
 Boyce Family Scholarship Fund
 Braille Transcribers Guild of San Diego Scholarship Fund
 Brennan & Gaffrey Nurse Educator Scholarship Fund
 Loretta Breyer Nursing Scholarship Fund
 Thomas Breitling Scholarship Fund
 Bridges Scholarship Fund
 Brindle-Erion Scholarship Fund
 Kevin Briscoe Memorial Scholarship Fund
 Dr. Gilbert Brown Scholarship Fund

Sandra Brue Scholarship Fund
 Sandra Brue Scholarship for Catholic Educators Fund
 Brue Carstens Scholarship Fund
 Bishop Buddy Scholarship Fund
 Daniel Burkett Memorial Scholarship Fund
 Martin and Florence Bursiek Student Aid Fund
 BusinessLink USD Scholarship Fund
 Edward and Gretchen Cairns Memorial Scholarship Fund
 Catholic Heritage Scholarship Fund
 Sister Susan Campbell Scholarship Fund
 Mickey Carhart Memorial Scholarship Fund/ NAIOP San
 Diego Chapter
 Mary Delafield Carter Scholarship Fund
 Yvonne E. Chiesi Carteron Nursing Scholarship Fund
 Theia Cascio Scholarship Fund
 David S. Casey Trial Advocacy Scholarship Fund
 Choral Scholars Program Fund
 Ralph F. Claric and Russell Kamstead Memorial Scholarship
 Fund
 Phyllis McArdle Clause Scholarship Fund
 James W. and Kathryn S. Colachis Scholarship Fund
 Harry A. Collins Memorial Scholarship Fund
 John F. Connolly Perpetual Scholarship Fund
 *Michael A. Connor-Horizon Scholarship Fund
 Helen S. Corcoran Scholarship Fund
 Fiorenza and Hernando Courtright Scholarship Fund
 Emmet J. Culligan Scholarship Fund
 Murphy Dalton Scholarship Fund
 Donald C. and Elizabeth M. Dickinson Foundation (MEPN)
 Fund
 Duda Family Foundation Scholarship Fund
 James O. and Stella Powell Eagen Scholarship Fund
 Fieldstone Foundation Scholarship Fund
 Walter Fitch Trust Scholarship Fund
 Paul Fitzpatrick Memorial Award Fund
 *Founders Scholarship Fund
 French Scholarship Fund
 C. Hugh Friedman Scholarship Fund
 Sr. Sally M. Furay Scholarship Fund
 German Language Scholarship Fund
 Emil Ghio Scholarship Fund
 W.R. Grace Scholarship Fund
 Mary Gresko Nursing Scholarship Fund
 Ernest W. and Jean E. Hahn Foundation Scholarship Fund
 Eugenie B. Hannon Scholarship Fund
 Alice B. Hayes Science Scholarship Fund
 Alice B. Hayes Mortar Board Scholarship Fund
 William Randolph Hearst Scholarship Fund
 Conrad N. Hilton Minority Scholarship Fund
 Roseann Gerold Hoffman Scholarship Fund
 W. Roy and Marion I. Holleman Scholarship Fund
 Bob Hope Leadership Scholarship Fund

Ethel M. Horsch Nursing Scholarship Fund
 Author E. Hughes Scholarship Fund
 Irvine Keiller Scholarship Fund
 Dr. Kathy James Nursing Scholarship Fund
 Jane P. Johnson Scholarship Fund
 Lou Kerig Scholarship Fund
 Michael Konz Memorial Scholarship Fund
 Kristopher Krohne Memorial Scholarship Fund
 The LASH Foundation Scholarship Fund for the Nonprofit
 Leadership
 and Management Program Fund
 Las Vegas Scholarship Fund
 Law Endowed Scholarship
 Lawrence Family Scholarship Fund
 Albert J. and Mae Lee Memorial Scholarship Fund
 *Lee Family Memorial Scholarship Fund
 Elsie Leith Memorial Scholarship Fund
 Faye N. Lewis Scholarship Fund
 Laura McDonald Lewis Scholarship Fund
 Bishop Maher Catholic Leadership Scholarship Fund
 Lawrence Mahlum Memorial Scholarship Fund
 Manchester Nursing Scholarship Fund
 Doug & Betsy Manchester Athletic Scholarship Fund
 LTJG Laura J. Mankey Memorial Scholarship Fund
 Marasco Family Scholarship Fund
 Marine Studies Graduate Scholarship Fund (which includes
 the following)
 Stephen Sullivan Memorial Scholarship
 Sister Dale Brown Science Scholarship
 Ronald Maudsley Memorial Scholarship Fund
 David Maurier Law Scholarship Fund
 George H. Mayr Scholarship Fund
 Mazzo Family Scholarship Fund
 Christopher McCallister Memorial Scholarship Fund
 Dorothea McKinney Scholarship Fund
 Gerald & Donna McMahon Scholarship Fund
 Louise H. McNally Scholarship Fund
 Edward J. and Grace W. Mehren Scholarship Fund
 Michael Mohr Memorial Scholarship Fund
 William A. Moller Memorial Scholarship Fund
 Grant Morris Scholarship Fund
 Elizabeth Ann Mottet Nursing Scholarship Fund
 Music Endowment Fund
 Nielsen Family Scholarship Fund
 Notchev Scholarship Fund
 James B. Orwig, M.D. Nursing Scholarship Fund
 Kyle O'Connell Memorial Scholarship Fund
 *Robert E. and Darci M. O'Connell Scholarship for the Arts
 The ORCA Foundation Scholarship Fund at the San Diego
 Foundation for Nonprofit
 Leadership and Management Program
 Theresa and Edward O'Toole Scholarship Fund

Oxford Scholarship Fund
 Irene Sabelberg Palmer Nursing Research Scholarship Fund
 Pardee Scholars Endowment Fund
 Parent Fund Scholarship
 Kenneth & Virginia Piper Arizona Scholarship Fund
 Procopio International Tax Scholarship Fund
 Pulitzer Foundation Scholarship Fund
 Kay Ravenel Scholarship Fund
 Reardon/Goode Scholarship Fund
 Delroy Richardson Scholarship Fund
 Janet A. Rodgers Nursing Scholarship Fund
 Frank and Dimitra Rogozienski Scholarship Fund
 John R. Ronchetto Memorial Scholarship Fund
 Leo Roon Scholarship Fund
 Rose Pre-Med Fund
 Joseph Rost Scholarship Fund for Leadership Studies
 Tim C. Rothans Public Service Scholarship Fund
 Irving Salomon Political Science Scholarship Fund
 Jeffrey A. Sardina Memorial Scholarship Fund
 School of Leadership and Education Sciences Scholarship
 Fund
 Vern D. Schooley Scholarship Fund
 Mary and Alan Schulman Scholarship Fund
 W. H. Scripps Athletic Scholarship Fund
 Senior Emergency Law Fund
 Richard A. Shaw Graduate Tax Scholarship Fund
 Martin L. Sheehan Scholarship Fund
 Donald P. and Darlene V. Shiley Engineering & Theater
 Scholarship Fund
 Donald P. and Darlene V. Shiley MFA Scholarship Fund
 Gary Shoemaker and Richard T. Mulvey Disabled Student
 Scholarship Fund
 Forrest N. and Patricia K. Shumway Scholarship Fund
 Sven & Tove Simonsen Scholarship Fund
 James E. Spain Family Law Scholarship Fund
 James E. Spain Family THRS Majors Scholarship Fund
 Stallard Family Nursing Scholarship Fund
 Susanne Stanford Scholarship Fund
 Luisa A. & Harold N. Stoflet Memorial Scholarship Fund
 Pearl and Natalie Surkin Scholarship Fund
 Anne Swanke Memorial Scholarship Fund
 Jane R. Tedmon Scholarship Fund
 John Trifiletti Scholarship Fund
 USD Alumni Scholarship Fund.
 USD Law Scholarship Fund (which includes the following)
 Dr. Lee Gerlach Honorary Scholarship
 Robert J. Keys Honorary Scholarship
 Warren Family Law Student Aid Fund
 The Honorable Louis M. Welsh Scholarship Fund
 Whalen Family Scholarship Fund
 Terry Whitcomb '53 Alumni Scholarship Fund

Therese T. Whitcomb and E. Ann McFarland Decorative Arts Study Fund
Cathleen K. Wilson, R.N., Ph.D., Memorial Scholarship Fund for Leaders in Nursing
Donald O. and Rosemary Wilson Scholarship Fund
John Winters Memorial Scholarship Fund
Richard and Kay Woltman Nursing Scholarship Fund
Erion Knickerbocker Wood Scholarship Fund
Daniel B. Woodruff Memorial Scholarship Fund
**New Scholarship Endowment Fund*

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 and A Guide to Outside Resources of Financial Aid is available on the USD Office of Financial Aid website. 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 course catalog is subject to change. Please obtain current information from the Office of Financial Aid website.

The Federal Direct Student Loan Program

There are two types of Federal Direct Loans: Subsidized and Unsubsidized. Eligibility for the Subsidized Federal Direct Loan is based on documented need; eligibility for the Unsubsidized Federal Direct Loan is not based on need.

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

The Federal Direct PLUS Loan Program

A Federal Direct PLUS Loan is available for parents to borrow a long-term, low-interest loan on behalf of their dependent children. Graduate students may also utilize the Direct PLUS loan program once they have exceeded their annual eligibility under the Direct Student loan program. Details regarding maximum loan amounts, current interest rates, and repayment terms are described on the Office of Financial Aid website. Undergraduate and graduate students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a Federal PLUS Loan.

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 on the Office of Financial Aid website. Amounts offered depend on fund availability each year. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a Federal Perkins Loan.

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.

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 school of nursing.

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 school of nursing.

USD Trust Loan Program

The Weingart Foundation, together with private donor matching funds, has provided USD 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. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a USD Trust Loan Loan.

Employment (Work-Study)

Federal Work-Study Program

Funds for this program are provided by the federal government and USD. 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. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for the Federal Work-Study program.

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 400 students are employed part time in areas such as dining services, banquets and catering, the bookstore, and the athletic department. Students may obtain contact information for these departments at the Student Employment Center, which is a part of the Office of Financial Aid, located in Hughes Administration Center, Room 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 are posted in the hallway across from the Student Employment Center and contact information is available in the SEC.

Veterans Assistance

Information is available in the Office of the Registrar, Founders Hall, Room 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 can access current information on the USD OFA website; the Office of Financial Aid or the One Stop Student Center. Students should apply for everything for which they may be eligible.

Important Deadlines

March 2 is the date by which a valid Free Application for Federal Student Aid (FAFSA) must be postmarked or submitted on line in order to receive priority consideration for available federal and USD funds for all freshmen, transfer and continuing undergraduate students.

March 2 is also the deadline to apply for California State Grants (Cal Grants). Both the FAFSA and the GPA Verification Form must be postmarked or submitted on line by this date.

Student Budgets

Please refer to the Guide to Financial Aid Consumer Information at USD on the OFA website for information on how student budgets are constructed and how they are used in determining a student's financial aid eligibility. USD costs may be viewed on the Student Financial Services website.

The Bachelor's Degree

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 BBA for a student who has already earned a BA 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 course catalog.

Programs of Study

Undergraduate Majors

College of Arts and Sciences

BA in Anthropology
BA in Architecture
BA in Art History
BA in Behavioral Neuroscience
BA in Biochemistry
BA in Biology
BA in Biophysics
BA in Chemistry
BA in Communication Studies
BA in Computer Science
BA in English
BA in Environmental Studies
BA in Ethnic Studies
BA in French
BA in History
BA in Interdisciplinary Humanities
BA in International Relations

BA in Italian Studies
BA in Liberal Studies
BA in Marine Science
BA in Mathematics
BA in Music
BA in Philosophy
BA in Physics
BA in Political Science
BA in Psychology
BA in Sociology
BA in Spanish
BA in Theatre Arts
BA in Theology and Religious Studies
BA in Visual Arts

Department of Engineering

BS/BA in Electrical Engineering
BS/BA in Industrial & Systems Engineering
BS/BA in Mechanical Engineering

School of Business Administration

BA of Accountancy
BA in Economics
BBA in Business Administration
BBA in Business Economics
BBA in Finance
BBA in International Business
BBA in Marketing
BBA in Real Estate

Undergraduate Minors

College of Arts and Sciences

Anthropology
Architecture
Art History
Asian Studies
Biology
Catholic Studies
Chemistry
Classical Studies
Communication Studies
Computer Science
English
Environmental Studies
Ethnic Studies
French
Gender Studies
German
History
Information Science
International Relations
Italian

Latin American Studies
 Marine Science
 Mathematics
 Medieval and Renaissance Studies
 Music
 Peace and Justice Studies
 Philosophy
 Physics
 Political Science
 Psychology
 Sociology
 Spanish
 Theatre Arts
 Theology and Religious Studies
 Visual Arts

School of Business Administration

Accountancy
 Business Administration
 Economics
 Finance
 Information Technology Management
 International Business
 Law and Ethics
 Management
 Marketing
 Real Estate
 Supply Chain Management

School of Leadership and Education Sciences

Education
 Leadership Studies
 Naval Science

Graduate Degrees

College of Arts and Sciences

MA in History
 MA in International Relations
 MFA in Dramatic Arts
 MS in Marine Science

School of Business Administration

International Master of Business Administration (IMBA)
 Master of Business Administration (MBA)
 MS in Accountancy
 MS in Executive Leadership
 MS in Global Leadership with Certificate in Project Management
 MS in Real Estate
 MS in Supply Chain Management
 MS in Taxation

Dual Degree Programs

MBA/IMBA and MS in Real Estate
 (See also Inter-School Concurrent Degree Programs)

School of Law

Juris Doctor (JD)
 LLM in Business and Corporate Law
 LLM in Comparative Law (for international lawyers)
 LLM in International Law
 LLM in Taxation
 General LLM (concentrations as approved)
 MS in Legal Studies

School of Leadership and Education Sciences

MA in Counseling
 MA in Higher Education Leadership
 MA in Leadership Studies
 MA in Marital and Family Therapy
 MA in Nonprofit Leadership and Management
 MA in Teaching (MAT)
 MED in Curriculum and Instruction
 MED in Mathematics, Science and Technology Education
 MED in Special Education
 MEd in TESOL, Literacy, and Culture
 PhD in Leadership Studies

Hahn School of Nursing and Health Science

Master's Entry Program in Nursing (for non-RNs with bachelor's degrees)
 MS in Health Care Informatics
 MSN, Adult-Gerontology Clinical Nurse Specialist
 MSN, Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner
 MSN, Clinical Nursing
 MSN, Executive Nurse Leader
 MSN, Family Nurse Practitioner
 MSN, Health Care Informatics
 MSN, Pediatric Nurse Practitioner/Family Nurse Practitioner
 MSN, Family/Lifespan Psychiatric-Mental Health Nurse Practitioner
 PhD in Nursing
 Doctor of Nursing Practice (DNP)

Peace Studies

MA in Peace and Justice Studies

Inter-School Dual Degree Programs

JD/MBA
 JD/IMBA
 JD/MA in International Relations

Testing Information for Graduate Programs

California Basic Educational Skills Test (CBEST)

CBEST Program
National Evaluation Systems, Inc.
P.O. Box 340880
Sacramento, CA 95834-0880
Phone: (916) 928-4001
Fax: (916) 928-9242
www.cbest.nesinc.com

We also require the CSET for some SOLES programs:

California Subject Examinations for Teachers (CSET)

Evaluation Systems
Pearson
P.O. Box 340880
Sacramento, CA 95834-0880
(800) 205-3334 or (916) 928-4003
es-west-customersupport@pearson.com
www.cset.nesinc.com

Graduate Record Examination (GRE)

Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Phone: (609) 771-7670,
(800) 537-3160
Fax: (609) 771-7906
www.gre.org

Graduate Management Admission Test (GMAT)

Pearson VUE
GMAT Program
P.O. Box 581907
Minneapolis, MN 55458-1907 USA
GMATCandidateServicesAmericas@pearson.com
www.mba.com

Test Of English As A Foreign Language (TOEFL)

TOEFL Services
P.O. Box 6151
Princeton, NJ 08541-6151
Phone: (609) 771-7100
Fax: (609) 771-7500
www.toefl.org

Miller Analogies Test (MAT)

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-3956
Phone: (210) 921-8802,
(800) 622-3231
Fax: (210) 921-8861

Praxis Series

Educational Testing Service
P.O. Box 6050
Princeton, NJ 08541-6050
Phone: (609) 771-7395,
(800) 537-3161
Email: praxis@ets.org

Test Preparation Courses

The University of San Diego offers courses to prepare students for the LSAT, GMAT and GRE. Free sample classes are held on-campus to acquaint students with exam questions, general test-taking skills and details of the courses.

Weeknight and weekend schedules are available. Discounts are offered to members of USD Clubs and Organizations that host guest speakers, benefits-earning employees of USD, and those serving in the US military.

The Test Preparation Office is located in Barcelona, Room 204; (619) 260-4579. Visit us at www.sandiego.edu/testprep

International Dual Degree Programs

University of San Diego with Tecnológico de Monterrey (Tec)

USD: MBA or IMBA

Tec: MBA, MS in Finance, or MS in Marketing

University of San Diego with Otto Beisheim School of Management (WHU)

USD: MBA or IMBA

WHU: MBA

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 thirty 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. Engineering programs require that a minimum of 24 units of upper division engineering classes 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. 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 that 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, Room 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, Room 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 p.m. The telephone number is (619) 260-4545.

Faculty advisors and students can consult the Counseling Center, Serra Hall, Room 300, and Career Services, Hughes Administration Center, Room 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 USD.

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
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 a minimum of 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)
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 three 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 completing one of the approved mathematics core curriculum classes or by passing an examination in mathematics. The mathematics core curriculum classes are MATH 112, MATH 115, MATH 130, and MATH 150.

C. Logic

Students must demonstrate competency either by successfully completing PHIL 101, MATH 160, 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 course catalog for appropriate course placement.)

Note: 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

Nine units, including at least three units at the upper division level.

B. Philosophy

Six units (excluding Logic), including one upper division ethics or applied ethics course. Only three 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

Nine units, consisting of three units in history, three units in literature in any language, and three units in fine arts (art, music, or theater). Students should select courses from each of these programs in consultation with a faculty advisor using the list of approved core courses.

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

B. Natural Sciences

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

1. Physical Sciences:
Chemistry 101, 103, 105, 111, 151
Environmental Studies 104, 109, 110
Marine Science 101, 120
Physics 101, 107, 117, 136, 270
Electrical Engineering 102
2. Life Sciences:
Biology 101/111, 102/112, 103/113, 104/114, 105/115, 106, 110, 118, 190, 221, 225
Environmental Studies 102, 112, 121

C. Social Sciences

Six units from two different programs among the following: anthropology, communication studies, economics, ethnic studies, political science, psychology, or sociology. Students

should select courses from each of these programs in consultation with a faculty advisor using the list of approved core courses.

D. Diversity of Human Experience

Students will take at least one three 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 designated 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.

Preparation for Health Profession Programs

For students planning a career in medicine, dentistry, pharmacy, optometry, veterinary medicine or other health professions such as physical therapy or nursing (including the accelerated USD BA/BS to MEPN track), the Health Professions Advising Office guides students toward preparation for the professional or graduate school degree. Health Professions students seeking to further their education in a professional or graduate school program, complete the course requirements for their USD degree as well as the prerequisites for their health professions program. The services offered by the Health Professions Advising Office include assisting students with prerequisite information, clinical and internship opportunities and the professional school application process. The Health Professions Advising Office is located in Founders Hall 114. For more information please go to www.sandiego.edu/cas/prehealth.

Preparation for Law School

The Pre-Law advising office provides students with information on preparing for and applying to law school through one on one advising, workshops and lecture series. For more information about Pre-Law advising go to www.sandiego.edu/cas/academics/advising/prelaw.php

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. Students may also receive four units of honors credit for a semester long studying abroad experience.

The culmination of the Honors Program is the participation of all students in the Senior Honors Colloquium, in which they share the results of their independent scholarly work with fellow honors students and the honors faculty. In conjunction with a faculty mentor, students pursue scholarly work in their field of major that will result in an Honors Thesis. Students may do this by pursuing an independent study or by taking one of the required capstone courses in this field. Please consult your academic adviser to choose the most appropriate class for this research experience. Students are strongly encouraged to begin this research at least one year prior to the student’s intended graduation date. This work is then presented in the Senior Honors Colloquium (HNRS 495) in the student’s final year in residence at USD.

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. Students must conduct at least one unit of independent study or enroll in the appropriate senior project or capstone class prior to

enrolling in HNRS 495. 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, otherwise, please refer to appropriate course catalog 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 website at www.sandiego.edu/registrar. Go to “Forms,” then select “Declaration of Major.” 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 engineering, diversified liberal studies, the sciences, or in business administration should select those majors early in their academic career.

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. 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 USD.

The maximum student load during Intersession is four 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 USD and another college or university. Please refer to the section on Intersession (page 82) for a complete discussion of these regulations.

Dropping or Adding Courses

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. Unofficial withdrawal from a course results in a grade of F.

Course withdrawal 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 Center for Student Success located in the University Center, room 114. 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 USD 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 Center for Student Success located in the University Center, room 114. 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 Center for Student Success. 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. Switching from credit to audit or audit to credit is not allowed 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 examinations are announced in the academic calendar (found at the beginning of this course catalog). 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, Room 114 or go to: <http://www.sandiego.edu/cas/documents/cas/ClepExamCreditsSP10.pdf>

Grade Reports

Grade reports are available on the USD website. 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 USD, 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) are excluded. Courses used in fulfillment of core curriculum requirements must be taken for a grade. Once a student has fulfilled a core curriculum requirement, then additional courses in the same area may be taken pass/fail.
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.
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 & Systems Engineering (ISyE), and Mechanical Engineering (ME) majors, pass/fail is not permitted in any required (by title) course.

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 results in 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 coursework in a given semester
 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).

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 coursework attempted during the semester of probation
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 receives 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 coursework 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.

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 website. 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 USD.

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 45 units for the College of Arts and Sciences and 60 units for the School of Business Administration.

In the College of Arts and Sciences, where, in the judgment of the instructor of record or 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 from the instructor of record or department chair is required.

In the School of Business Administration, a student is permitted to enroll in upper division business courses when he or she has earned 60 credit units, attended the School of Business Administration Orientation and successfully completed MATH 130 or 150 with a grade of C– or better. The one exception to taking upper division business classes is Fundamentals of Marketing, in which a student may enroll with 45 credit units presuming all other requirements are met.

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 USD. 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 USD 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 found online at www.sandiego.edu/registrar. 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 USD. Coursework taken at another university after a student leaves USD is not posted to the official transcript unless the student is readmitted to the university.

Policy for International Studies Abroad

The University of San Diego recognizes full academic credit toward an undergraduate degree for students choosing to participate in an international experience when the chosen program is directly affiliated with USD and approved by the International Studies Abroad Committee. Students who wish to take courses in unaffiliated international programs and receive academic credit must obtain advance written approval, for sound academic reasons, at the discretion of their Academic Dean in concert with the Office of International Affairs. USD transfer of credit policies will apply for any such approved course. No academic credit will be transferred without advance written approval as described above. This policy applies to all programs: short-term, semester-long, and year-long programs.

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 person or by writing directly to the One Stop office at USD.

The Degree Audit (DARS)

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 and can be accessed on the one stop tab at my.sandiego.edu.

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:

100-299	Lower-Division Courses
300-499	Upper-Division Courses
500-599	Graduate/Master's/Law Courses
600-699	Doctoral/Law Courses

Course types are indicated by the following characters:

C	Community service-learning
D	Diversity
H	Honors
L	Laboratory
P	Practicum
R	Recitation
S	Seminar
W	Writing

Some courses without this letter designation may still carry credit for lab, writing, diversity, etc. at the section level. Check the course notes contained in the schedule of classes for more information.

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.

ROTC Programs

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 waive the basic course. Another two-year ROTC program consists of completion of a five-week Leadership Training Course (LTC) and enrollment in the advance course. Another ROTC program is the Simultaneous Membership Program in which cadets will gain invaluable

leadership experience through participation with the National Guard and Army reserve. Upon graduation, students can enter the Army on active duty, reserves, or the National Guard.

USD cadets enrolled in the advanced course enroll through the SDSU College of Extended Studies. 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. Scholarships awarded include: full tuition, books, fees and partial room and board. Additional grants are available to cover room and board.

See Military Science course descriptions on page 288 or call Army ROTC, (619) 260-7920.

Naval ROTC

The Naval Reserve Officers Training Corps (NROTC) Unit is hosted by the University of San Diego and San Diego State University. Primary administration of and support for the NROTC Unit is provided by USD. Cross-town agreements exist with the University of California San Diego, California State University San Marcos, and Point Loma Nazarene University. Students enrolled in these institutions are authorized to participate in the NROTC program at the University of San Diego, and may attend Naval Science classes there or at San Diego State University.

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, followed by a commission in the Navy or Marine Corps.

Scholarship Students

Four-year scholarship program students are selected on the basis of a highly competitive annual national selection. Selectees are appointed Midshipmen in the United States Naval Reserve (USNR) and provided tuition, a monthly stipend, uniforms, and an allowance 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. For students completing the program after October 1, 2013, the minimum period of active duty is five years, followed by three 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, or go to www.nrotc.navy.mil.

College Program Students

- Applicants selected from students already attending or accepted by colleges with NROTC programs
- Pays for uniforms and instructional fees for naval science courses
- College Program students selected for "advanced standing" receive a stipend for maximum of 20 months. Advance standing is only available starting the junior year of college. Stipend per academic month is \$350 junior year and \$400 senior year.
- Students will complete naval science and other university courses, a few specific university courses, and attend one summer training session
- Normally at sea for Navy midshipmen
- Normally at Quantico, VA for Marine Corps midshipmen
- When accepted, two-year applicants will attend six-and-a-half week Naval Science Institute program in Newport, RI during summer between sophomore and junior years
- On graduation, two- and four-year College Program midshipmen may be commissioned ensigns in the Naval Service or second lieutenants in the Marine Corps. Further information on the College Program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office, or go to www.nrotc.navy.mil.

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 (Participants who complete a minimum of 18 units from this program (nine of which must be upper division) are eligible to receive a minor in Naval Science.

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 on page 289.

Air Force ROTC

The Air Force Reserve Officer Training Corps (AFROTC) is a three- or four-year program designed to equip students with leadership skills and commission officers for tomorrow's Air Force. Required coursework includes lectures, a leadership laboratory practical component, panel discussions, dialogues, problem solving, and physical training. All coursework is completed on site at or near SDSU, with the exception of a four-week summer field training encampment conducted on a military base between the second and third year. The four-year program is divided into the General Military Course (first two years), and the Professional Officer Course (last two years). During the first two years, non-scholarship cadets may take classes with no military commitment, and may withdraw at any time.

Scholarships are available for qualified cadets, and may be applied towards tuition, lab fees, and other required items. In addition, scholarship students receive a non-taxable book allowance and monthly stipend. Upon successful completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned as second lieutenants and serve a minimum of four years in the active duty Air Force.

The University of San Diego does not have an Air Force Reserve Officer Training Corps (AFROTC) program on campus; however, through an agreement with San Diego State University, students may participate in Air Force ROTC through the SDSU College of Extended Studies. Credits earned in these classes may be transferred as electives to meet the degree requirements of USD.

There is no advance application needed to participate in the freshman or sophomore level course; however, an orientation program, held just prior to the start of the semester, is recommended. Interested students should contact the AFROTC Detachment 075 Unit Admissions Officer at (619) 594-5545.

Summer and Intersession

Intersession

The University of San Diego 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 four units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

The Intersession class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 117 or go to www.sandiego.edu/sio. See the Intersession Catalog for a detailed listing of Intersession courses, enrollment information, fee payment options and deadlines.

Summer Sessions

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, four units in a 3-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.

August graduates who wish to participate in the May Commencement ceremony should register by May 1 for any needed courses that are being offered at USD in the summer sessions, pay their tuition, and provide written confirmation of their enrollment to the One Stop Student Center. If the student withdraws from their summer courses after having participated in the commencement ceremony, their student account will be charged a forfeit fee equal to 100% of the tuition charges for the summer courses.

The summer sessions class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 117 or go to www.sandiego.edu/sio. See the Summer Sessions Catalog for a detailed listing of summer courses, enrollment information, fee payment options and deadlines.

University of San Diego International Center

The University of San Diego is committed to actively promoting awareness, appreciation, and respect for the complexity of cultural, political, environmental, and social issues worldwide while creating a campus environment that builds theoretical and practical skills needed to interact effectively in today's global society. To that end, the USD International Center houses both the Office of International Studies Abroad and the Office of International Students and Scholars, which collaborate with various units across campus to help internationalize the USD campus.

Office of International Studies Abroad

The University of San Diego is ranked number one in the nation in terms of the percentage of undergraduate students who participate in study abroad programs! USD undergraduates in good standing may apply for a variety of international study abroad programs affiliated with the university. USD grants academic credit and grades for these affiliated programs. To ensure the proper recording of units, USD students may not enroll independently, or through another institution, in a USD-affiliated program.

There are many exciting opportunities to study abroad while at USD. Programs include short-term (intersession or summer) options as well as semester and year-long opportunities.

Short-Term Study Abroad Opportunities

The following programs are available for students during intersession or summer terms:

Second Year Experience Abroad

This unique program designed specifically for students in their sophomore year. This program is very comprehensive and students must register during their freshman year to go abroad in intersession of their sophomore year. While abroad, students take one, three-unit, core curriculum course and engage in many cultural and social activities with their fellow sophomore students. Current locations include: Florence, Italy; Hong Kong, China; and Sevilla, Spain.

Faculty-Led Programs

Spend three to four weeks abroad with a USD faculty member while gaining academic credit and a unique international experience. These programs are open to all students (Freshmen to Seniors) as well as non-USD students. Depending on the length of the program, students

can complete one or two courses and may even combine two locations based on program calendars. Tuition is discounted for these programs and financial aid is available. Currently, programs are offered in Argentina, Australia, China, England, France, French Polynesia, Indonesia, Jamaica, South Africa, Spain and Turkey.

Semester Exchanges

USD has exchange partnerships with very prestigious, highly ranked universities in South America, Asia, Europe and Latin America. Students who wish to participate in one of these programs will have the unique opportunity to be engaged in an independent, cultural immersion experience as they will enroll directly at the host university and take the majority of their courses with local students.

Project-Based Learning While Abroad

Some study abroad programs offer students hands-on experience within their area of study. For example, the School for Field Studies Programs offers students the opportunity to work in the field collecting data related to environmental-based projects such as rainforest ecosystems, marine biodiversity, wildlife management and the effects of global climate change. The SEA Semester program offers students the opportunity to learn about marine life while living on board and navigating a sailing vessel. Business students also have the option to participate in a consulting project for local companies in certain international locations. Discipline specific internships are offered in many program locations as well.

Community-Service While Abroad

Students who wish to engage with the local community while abroad can do so through various service-based programs. Opportunities in semester long programs will vary by site. Be sure to check with a study abroad advisor about this option. Several short-term programs offer community service opportunities that are a central part of the program. Locations in which community service is infused within the academic program are: China, Jamaica and South Africa.

Application Deadlines

In general terms, application deadlines are as follows.

Fall semester: Mid-Late March
 Intersession: Mid October
 Spring: Mid October
 Summer: Mid December

For more detailed information and specific program application deadlines, please contact the Office of International Studies Abroad.

Contact Information

For program information, deadline information or to meet with a study abroad advisor, contact the Office of International Studies Abroad at (619) 260-4598 or in Serra Hall 315 or go to <http://gointernational.sandiego.edu>

Ahlers Center Study Abroad Programs

Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with an endowment from the estate of John and Carolyn Ahlers to enhance international business education at USD. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for business leaders to be developed with special skills and knowledge in order to embrace the challenges and opportunities of an international marketplace. Through numerous programs, the Ahlers Center is devoted to this mission of its founding donors by helping faculty, students and the community develop significant international business acumen.

The Ahlers Center, along with the International Center at USD, develops and coordinates both short-term study abroad programs and semester exchanges. Offered during the Intersession and Summer Sessions, the short-term programs provide business students the opportunity, over a relatively short time period, to gain valuable business-oriented international experience. Students wishing to spend more time abroad and gain a deeper cultural understanding may participate in semester exchange programs at leading business schools around the world. For more information on study abroad opportunities for undergraduate business students, please go to www.sandiego.edu/ugabroad.

In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. International visiting faculty are also invited by the Ahlers Center to provide guest lectures or offer courses at USD. The Ahlers Center continues to cultivate its strong portfolio of offerings, including the hosting of international business leaders, conferences, events, and speakers, which enhance our undergraduate business students' exposure to the global mindset that inspired the generosity of John and Carolyn Ahlers.

For more information about the Ahlers Center for International Business, please go to www.sandiego.edu/ahlers.



the college of arts and sciences

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 USD. 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
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

Mary K. Boyd, PhD, DEAN
 James O. Gump, PhD, ASSOCIATE DEAN
 Carole Huston, PhD, ASSOCIATE DEAN
 Noelle Norton, PhD, ASSOCIATE DEAN
 Neena Din, PhD, ASSISTANT DEAN
 Pauline Berryman Powell, MS, ASSISTANT DEAN

Faculty

Angelo Orona, PhD, CHAIR, Department of Anthropology
 Can Bilsel, PhD, CHAIR, Department of Art, Architecture + Art History
 Richard Gonzalez, PhD, CHAIR, Department of Biology
 Deborah C. Tahmassebi, PhD, CHAIR, Department of Chemistry and Biochemistry
 Kristin Moran, PhD, CHAIR, Department of Communication Studies
 Perla Myers, PhD, CHAIR, Department of Mathematics and Computer Science
 Sister Mary Hotz, RSCJ, PhD, CHAIR, Department of English
 Michel Boudrias, PhD, CHAIR, Department of Marine Science and Environmental Studies
 Alberto López Pulido, PhD, CHAIR, Department of Ethnic Studies
 Kenneth P. Serbin, PhD, CHAIR, Department of History
 Kevin Guerrieri, PhD, CHAIR, Department of Languages and Literatures
 David Harnish, PhD, CHAIR, Department of Music
 Jack S. Crumley, PhD, CHAIR, Department of Philosophy
 Gregory D. Severn, PhD, CHAIR, Department of Physics
 J. Michael Williams, PhD, CHAIR, Department of Political Science and International Relations
 Daniel Moriarty, PhD, CHAIR, Department of Psychological Sciences
 Michelle Camacho, PhD, CHAIR, Department of Sociology
 Lisa Baird, PhD, INTERIM CHAIR, Department of Theatre Arts and Performance Studies
 Ronald Pachence, PhD, CHAIR, Department of Theology and Religious Studies

Anthropology

Angelo R. Orona, PhD, CHAIR

Alana K. Cordy-Collins, PhD

Jerome L. Hall, PhD

The Anthropology Major

Anthropology is the study of being human, culturally and biologically, currently and in the past. The objectives of the anthropology program demonstrate this holistics 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 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 & Gallery, Archaeological Field Schools, the Anthropology Laboratory, and the Research Associates.

Recommended Preparation for the Major

ANTH 101, 102, and 103

Major Requirements

24 units of upper division coursework chosen in consultation with the advisor, including 349W (satisfies core curriculum writing requirement), and including:

1. one biological anthropology course selected from ANTH 310, 311, 312, 313, 314
2. one cultural anthropology course selected from ANTH 320D, 321D, 323D, 327, 328, 370, 380
3. one archaeology course selected from ANTH 330D, 331D, 334, 335, 336, 339, 350, 390
4. ANTH 300, 460
5. elective courses

The Anthropology Minor

ANTH 101, 102, 103, and nine 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 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 general requirements for the anthropology major. Students should consult the department chair.

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. Every semester.

ANTH 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. Every semester.

ANTH 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. Every semester.

Upper-Division Courses

ANTH 300 RESEARCH SEMINAR (3)

A course wherein students develop a special topic that contributes new knowledge in the discipline. Research includes laboratory, field, or library investigation.

Biological Anthropology Courses

ANTH 310 HUMAN EVOLUTION (3)

An examination of early developments and current knowledge about hominid origins. New scientific discoveries which are shedding light on early hominids will be investigated, as will evidence of human biological and cultural adaptation, and the theories surrounding modern humans and their relationships to the Neandertals. Strongly recommend ANTH 101 as preparation.

ANTH 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. Strongly recommend ANTH 101 as preparation.

ANTH 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. Strongly recommend ANTH 101 as preparation.

ANTH 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 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. Strong recommend ANTH 101 as preparation.

ANTH 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. Strongly recommend ANTH 101 as preparation.

Cultural Anthropology Courses**ANTH 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. Strongly recommend ANTH 102 as preparation.

ANTH 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: Gabrieleno, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included. Strongly recommend ANTH 102 as preparation.

ANTH 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 on the interplay of each culture with its ecological environment and surrounding cultures, particularly the historically dominant colonial European settlers. Strongly recommend ANTH 102 as preparation.

ANTH 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. Strongly recommend ANTH 102 as preparation.

ANTH 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. Strongly recommend ANTH 102 as preparation.

ANTH 370 INDIGENOUS RELIGIONS (3)

An examination of the elements, forms, and symbolism of religion among indigenous peoples; role of religion in society; anthropological theories of belief systems. Strongly recommend ANTH 102 as preparation.

ANTH 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. Strongly recommend ANTH 102 as preparation.

Archaeology Courses

ANTH 330D NORTH AMERICAN ARCHAEOLOGY (3)

An examination of the development of the prehistoric cultures of North America from the earliest occupations to the historic period. This course examines the evidence for the first migrations into the North America and subsequent development of the diversity of Native American cultures. The culture area approach will be used to organize the class discussions. The primary emphasis will be the culture areas north of Mexico, but developments in Mesoamerica will be discussed where relevant. Strongly recommend ANTH 103 as preparation.

ANTH 331D 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. Strongly recommend ANTH 103 as preparation.

ANTH 334 SOUTH AMERICAN ARCHAEOLOGY (3)

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is upon 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. Strongly recommend ANTH 103 as preparation.

ANTH 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. Strongly recommend ANTH 103 as preparation.

ANTH 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. Strongly recommend ANTH 103 as preparation.

ANTH 339 POST-MEDIEVAL SEAFARING AND EMPIRE (3)

A survey course that examines the advents of shipbuilding and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the fifteenth century and concluding with the American Civil War, students will utilize archaeological and historical

sources to better understand colonization, waterborne commerce, and naval warfare. Strongly recommend ANTH 103 as preparation.

ANTH 350 PEOPLING OF THE AMERICAS (3)

When 16th century Europeans arrived in the New World they found it densely inhabited. Speculation then began as to who the people were, where they had come from, and when they had arrived. From the Ten Lost Tribes of Israel to the ancestors of the Ainu, no group seems to have been exempt from consideration. In this survey course we examine various claims for places of origin and times of arrival. We investigate the level and weight of available evidence, and learn how to scientifically evaluate it. Archaeological, geological, bioanthropological, linguistic, genetic, and maritime data are brought to bear on the question. Strongly recommend ANTH 103 as preparation.

ANTH 390 ARCHAEOLOGY OF THE BIBLE (3)

A two-fold broad-based survey course emphasizing historical contexts, archaeological sites, and material culture from the Early Bronze through Iron Ages in the Eastern Mediterranean world, corresponding to historical and literary references in the 1) Bible (Tanakh) and 2) New Testament. Strongly recommend ANTH 103 as preparation.

General Anthropology Courses

ANTH 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. Strongly recommend ANTH 102 and 103 as preparation.

ANTH 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 and laboratory analysis. Basic skeletal and artifact analysis is the core of the course. Lectures, readings, group discussions, digital presentations, and guest speakers are also included. Field trips may supplement the core material. Strongly recommend ANTH 101 and 103 as preparation.

ANTH 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. Strongly recommend ANTH 101, 102, or 103 as preparation. Every fall semester.

ANTH 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. Strongly recommend ANTH 103 as preparation.

ANTH 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. Strongly recommend ANTH 103 as preparation.

ANTH 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.

ANTH 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. Strongly recommend ANTH 102 as preparation. Every spring semester.

ANTH 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 his 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. Strongly recommend ANTH 103 as preparation.

ANTH 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 Shipibo of eastern Peru, and the Tungus reindeer herders of Siberia. Strongly recommend ANTH 102 as preparation.

ANTH 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.

ANTH 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, Mingei International Museum, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Department of Anthropology. Prerequisite: consent of department chair. Every semester.

ANTH 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 department chair. Every semester.

Art, Architecture + Art History

Can Bilsel, PhD, CHAIR
 John Halaka, MFA
 Daniel López-Pérez, MS, MA
 Juliana Maxim, PhD
 Duncan McCosker, MFA
 Saba Oskoui, MFA
 Jessica Lee Patterson, PhD
 Allison Wiese, MFA
 Sally E. Yard, PhD

The Majors

The Department of Art, Architecture + Art History is home to visual arts, architecture, and art history majors. Our students are introduced to a great variety of artistic practices, both traditional and emerging, before concentrating in one of these disciplines. Dedicated to exploring the creative practices at the forefront of our disciplines, we believe that art and architecture not only mirror the society in which they are produced, but also shape it: we are most interested in art's potential to offer a critique of culture and help envision a better environment for the future.

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; or visual communications. Visual arts majors who are considering graduate study are encouraged to complete a minor in art history.

Emphasis: Drawing; New Media; Painting; Photography; Sculpture; and Visual Communications

Preparation for the Major

Students are required to complete four of the following: ARTV 101, 103, 105, 108, 160, as well as ARTH 101 and one of the following: ARTH 133, 134, 135, 138, 330. (ARTV 104 can be substituted for ARTV 105; ARCH 121 can be substituted for ARTH 135.)

Visual arts students are strongly encouraged to complete the above six courses by the end of their sophomore year.

The Major

- Select at least one area of specialization from the sub-disciplines of visual arts.
- Complete 28 Upper-Division Units of visual arts (ARTV) including ARTV 478 (Senior Thesis Studio Seminar) and ARTV 495 (Senior Thesis). At least nine of the total 28 Upper-Division Units in visual arts need to be in the selected area of specialization.
- Complete ARTH 334.

Additional Requirements

- Students must participate in a junior review during the second semester of the junior year.
- Senior Thesis Studio Seminar must be completed during the first semester of the senior year.
- ARTV 495 (Senior Thesis) must be completed during the second semester of the senior year.
- Students must take at least one upper division course in their selected area of specialization during their senior year.
- Students selecting drawing or painting as an area of specialization must take ARTV 302.

Emphasis: 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:

The Major (ATaCS)

- Complete three upper division visual arts courses from: ARTV 308, 320, 369 or 370, 420 or 424
- Complete two upper division art history courses from: ARTH 338*, 345, 394, 395
- Complete one of the following: ARTV 308 or ARTV 420
- Complete four 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, 369, 370, 420, 424, THEA 370; art history courses: ARTH 338, 342, 345, 354, 355, 356, 393, 394, 395, THEA 369
- 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

- g. Complete ARTV 495 – Senior Thesis during the final semester of the senior year

*ARCH 321 can be substituted for ARTH 338.

Courses taken to fulfill requirements (a) and (b) cannot be repeated to fulfill requirement (d).

Please note that under certain circumstances substitution of classes will be allowed with advisor's approval.

Recommended Elective Courses for Visual Arts Majors

Visual Arts majors and minors are encouraged to consider some of the following courses for fulfillment of core curriculum and elective requirements:

For students selecting a specialization in drawing or painting:

ARTH 333	Modern Art: 1780-1920 (and other upper division art history courses)
ENGL 376	Topics in Creative Writing

For students selecting a specialization in visual communications:

COMM 300	Communication Theory
COMM 475	Intercultural Communication
COMM 435	Principles of Production
PHIL 338	Environmental Ethics
PHIL 274	Twentieth Century Continental Philosophy

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

For students selecting a specialization in sculpture:

ENG 222	Poetry
ARTV 424	Art in the Soundscape

Visual Arts Study Abroad

No more than a total of two ARTV 275 and/or ARTV 375, can be counted toward Visual Arts major credit. ARTV 275 or ARTV 375 can be repeated once for credit. Two sections of ARTV 275 or ARTV 375 can be taken concurrently during a study abroad semester or summer.

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 sub-disciplines:

1. Art History (general)
2. Art Administration
3. History and Theory of Architecture

Preparation for the Major

Students must complete ARTH 101 and one of the following courses: ARTH 133, 134, 135, 136, 138, 140. (ARCH 121 can be substituted for ARTH 135; students considering the History and Theory of Architecture emphasis are encouraged to take ARTH 135 or ARCH 121.) As part of the art history major, students must complete two visual arts courses.

Art History (General)

28 Upper-Division Units in art history. ARTH 395 Methods in Art History and ARTH 495 Senior Thesis are required for graduation.

Art Administration

An art history emphasis is linked 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, 343, 395, 495, 498 and four other upper division art history courses. ARTH 395 Methods in Art History and ARTH 495 Senior Thesis are required for graduation.
2. Management components: Business minor, or six courses including one selected from each of the following fields: ACCT, ENGL, COMM, ITMG, POLS, SOCI.

History and Theory of Architecture

This program encourages students to address contemporary social/cultural circumstances in the light of an 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. History and Theory of Architecture is conceived for students who intend to move into fields such as architecture, architectural history and historic preservation or public arts programs, and who will work toward creative strategies of urban intervention. Prerequisites are as in the major. Students must complete 28 Upper-Division Units in art history, including ARTH 395 Methods in Art History and ARTH 495 Senior Thesis. At least six of these courses must be selected from the following:

ARTH 330, 331, 334, 338, 339, 342, 343, 344, 345, 354, 355, 356, 382, 393 (ARCH 321 can be substituted for ARTH 338; ARCH 322 can be substituted for ARTH 342; ARCH 323 can be substituted for ARTH 343).

Art History Study Abroad

No more than a total of two ARTH 275 and/or ARTH 375, can be counted toward Art History major credit. ARTH 275 or ARTH 375 can be repeated once for credit. Two sections of ARTH 275 or ARTH 375 can be taken concurrently during a study abroad semester or summer.

The Architecture Major

The architecture major is a pre-professional program leading to a BA degree within the four-year curriculum of the College of Arts and Sciences. Its primary goal is to introduce students to architecture as a cultural practice that structures both the physical and social environment. In addition to core courses in architectural history, analysis and design, architecture majors will be introduced to a wide range of disciplines and creative studio practices that contribute to an architect's breadth of knowledge and problem-solving skills.

The architecture major also prepares students for graduate programs in architecture and the allied fields such as landscape architecture, interior design, urban design, urban planning, historic preservation, art and architectural history. Students interested in moving to careers in civil engineering, real estate, or working for international, public, or non-governmental development agencies are encouraged to enroll in the architecture major in addition to a major or minor in environmental studies, business administration, sociology, ethnic studies or international relations, or a major in engineering.

Preparation for the Major

Lower Division, 17 Units

1. Foundations in Architectural Design (8 units):

ARCH 101 Introduction to Architecture Studio (4)
ARCH 102 Architectural Design Studio I (4)

2. Foundations in the History and Theory of Architecture (6 units):

ARCH 121 Introduction to Modern Architecture (3)
AND
ARTH 136 The Year 1500: A Global History of Art and Architecture (3)
OR
ARTH 101 Introduction to the History of Art (3)

3. One lower-division course in Studio Arts (3 units from):

ARTV 101 Fundamentals of Drawing (3)
ARTV 103 Design Foundations (3)
ARTV 104 Foundations in Form, Space, and Time (3)
ARTV 105 Introduction to Sculpture (3)
ARTV 108 Introduction to New Media in Art (3)
ARTV 160 Photography (3)
THEA 220 Fundamentals of Theatrical Design (3)

Upper-Division Requirements (30 units):

1. Architectural Design (4)

ARCH 301 Architectural Design Studio II (4)

2. History and Theory of Architecture and the City (9 units from):

ARCH 321 City and Utopia (3)
ARCH 322 Contemporary Architecture (3)
ARCH 323 Memory, Monument, Museum (3)
ARCH 330 Special Topics in History of Architecture (3)
ARCH 340 Biography of World Cities (3)

3. Elective from outside the Department of Art (3 units from):

ENVI 312 Introduction to GIS (3)
ENVI 313 Geospatial Information Systems for Organizations
ENVI 314 Introduction to Maps and Spatial Data Analysis (3)
ENVI 315 Geographic Information Systems (3)
ENVI 420 Introduction to Remote Sensing (4)
ENVI 485 Environmental Geology (4)
ETHN 361 Immigration at the U.S.-Mexico Border: Ethnicity, Race and Gender (3)
HIST 334 European Art and Architecture in Context (3)
HIST 390 Art and Architecture in California (3)
POLS 342D Urban Politics (3)
SOCI 363 Urban Sociology (3)
SOCI 400 Urban Planning (3)
SOCI 455 Cities in a Global Context (3)
THEA 305 Technical Theatre with Lab (4)
THEA 320 Scenic Design (3)

4. Upper-Division Electives in Architecture, Visual Arts, Art History (at least 9 units from):

ARCH, ARTV, ARTH 301 or higher

5. Architectural Research and Thesis (5 units):

ARCH 302 Architectural Design Vertical Studio (4)
OR
ARCH 495 Senior Project Studio Seminar (4)
(ARCH 302 may be repeated for credit)
ARCH 496 Senior Thesis in Architecture (1)

Architecture Study Abroad

No more than a total of two ARCH 275 and/or ARCH 375, can be counted toward Architecture major credit. ARCH 275 or ARCH 375 can be repeated once for credit. Two sections of ARCH 275 or ARCH 375 can be taken concurrently during a study abroad semester or summer.

The Minors

The Visual Arts Minor

The minor in visual arts requires four courses selected from the following: ARTV 101, 103, 104, 105, 108, 160; two courses selected from ARTH 101, 133, 134, 135, 136, 138, and 140; and 12 upper division visual arts units (ARCH 121 can be substituted for ARTH 135).

The Art History Minor

The minor in Art History consists of a total of 18 units in art history including two courses selected from ARTH 101, 133, 134, 135, 136, 138, and 140; 9 upper division art history units; and one additional upper or lower-division art history or visual arts course (ARCH 121 can be substituted for ARTH 135).

The Architecture Minor

The architecture minor provides students a foundation in the history and theory of architecture and the city in addition to basic design skills.

The minor requires the completion of 6 courses with a total of 20 units as listed below:

Foundations in Studio Art:

Three Lower-Division Units from: ARTV 101, 103, 104 or 105, 108 or 160

Architectural Design:

Four Lower-Division Units from: ARCH 101 or 102

Four Upper-Division Units from: ARCH 301 or 302 (ARCH 302 can be repeated for credit)

History and Theory of Architecture and the City:

Three Lower-Division Units: ARCH 121

Six Upper-Division Units from: ARCH 321, 322, 323, 330 or 340

Visual Arts Courses (ARTV)

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.

ARTV 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.

ARTV 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.

ARTV 105 INTRODUCTION TO SCULPTURE (3)

This studio course is an introductory exploration of the media and methods (traditional and experimental) that form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of expression through technical exercises, studio projects, readings, slide lectures and discussions. Every semester.

ARTV 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.

ARTV 160 PHOTOGRAPHY (3)

An introductory lecture and laboratory course that stresses black and white film 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.

ARTV 275 STUDY ABROAD IN VISUAL ARTS (3)

An investigation of site-specific issues or topics in visual arts, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTV 275 can be taken concurrently during a study abroad semester or summer.

ARTV 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. Fall semester. Prerequisites: ARTV 103, 108. May be taken concurrently with ARTV 108.

ARTV 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. Spring semester. Prerequisite: ARTV 101.

ARTV 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.

ARTV 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. Two sections may be enrolled in concurrently if topic differs. Consent of instructor or coordinator is required.

ARTV 308 WEB ART (3)

We will be using the Web as a creative medium to examine various issues in telecommunications. Students will learn Web-based production skills. Past projects have included: blogs, mash-ups, Flash animations, interactive Flash instruments, online interventions, the curation of digital collections and the production of experimental narrative websites. Prerequisite: ARTV 108.

ARTV 320 VIDEO STUDIO (3)

For nearly half a century video has played an important role in the studio arts. This course is composed of screenings, lectures, demonstrations, and labs. This course will help students develop production based skills such as shooting/editing video and authoring DVDs. Students will also be

encouraged to examine important historical and theoretical issues as they relate to video and performance art today.

ARTV 328 FUNDAMENTALS OF PAINTING (3)

Introduction to the fundamental principles, 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.

ARTV 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.

ARTV 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.

ARTV 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.

ARTV 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.

ARTV 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.

ARTV 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. Fall semester.

ARTV 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.

ARTV 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 supplement studio work. May be repeated for credit. Prerequisite: ARTV 104.

ARTV 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.

ARTV 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.

ARTV 369 INTERMEDIATE/ADVANCED SCULPTURE (3)

A multi-level studio course designed to advance students' technical and conceptual skills through a series of sculptural problems beyond the introductory level. Studio projects, technical demonstrations, lectures, readings and field trips create context within the history and practice of contemporary sculpture, expanding students' knowledge of traditional and experimental approaches to sculpture, while aiding the development (particularly at the advanced level) of a personal body of work. Prerequisite: ARTV 104 or 105, or permission of instructor. May be repeated for credit.

ARTV 370 DESIGNING FOR SOCIAL SPACE (3)

This studio seminar considers a constellation of artistic developments of the last 40 years that employ social space and activity as important artistic venues or materials. The class will examine the impulse towards social engagement in art: the desire to make art beyond the gallery, to facilitate collective change, to practice a form of creativity beyond individual authorship, or to avoid the market's hold on art. Through experiments, exercises and art projects, readings and lectures students will explore site-specific sculpture and installation, social sculpture, collaborations and artistic interactivity.

ARTV 371 SCULPTURE/LANDSCAPE (3)

A studio seminar course organized around the overlapping topics of landscape, sculpture and land art, Sculpture/Landscape is designed to offer intermediate and advanced Visual Arts students an opportunity to continue developing technical and conceptual skills in sculpture while also providing motivated students without experience an

Recommended Program of Study, Visual Arts Majors

**Freshman Year
Semester I**

Preceptorial (3)
ARTV 101 (3)
CC or electives (9-10)

Semester II

ARTV 103 or 108 (3)
ARTH 101 (3)
CC or electives (9-10)

**Sophomore Year
Semester I**

ARTV 105 (3)
ARTV 160 (3)
CC or electives (9)

Semester II

ARTH 136, 138, or 140 (3)
ARTV 302 (3)
CC or electives (9)

**Junior Year
Semester I**

ARTV electives (9)
CC or electives (6-7)

Semester II

ARTH 334 (3)
ARTV electives (6)
CC electives (6)
Junior Review

**Senior Year
Semester I**

ARTV 478 (3)
ARTV electives (6)
Electives (6)

Semester II

Senior Thesis
ARTV 495 (1)
ARTV electives (9)
Electives (6)

exciting entry to the discipline. Through technical exercises, studio projects, field trips, lectures, readings and discussions we will explore contemporary sculpture and installation practice in relation to the land and historical and contemporary ideas about land, all while taking advantage of San Diego's year-round growing season, diverse micro-climates and post-modern botanical vocabulary.

ARTV 375 STUDY ABROAD IN VISUAL ARTS (3)

An investigation of site-specific issues or topics in visual arts, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTV 375 can be taken concurrently during a study abroad semester or summer.

ARTV 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.

ARTV 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. Spring semester. Prerequisites: ARTV 103, 108, 300.

ARTV 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. Fall semester. Prerequisites: ARTV 101, 302.

ARTV 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.

ARTV 424 ART AND THE SOUNDSCAPE (3)

Artistic and scholarly investigation into the soundscape—the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross listed as MUSC 424. Recommended prerequisite: MUSC 109/ARTH 109.

ARTV 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.

ARTV 478 SENIOR THESIS STUDIO 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.

ARTV 495 SENIOR THESIS (1)

This course requires the student 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.

ARTV 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.

ARTV 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)**ARTH 101 INTRODUCTION TO THE HISTORY OF ART (3)**

This course is an introduction to many of the theories and methods that have been used by art historians. The visual foci will include conventional works of art as well as a variety of other visual media, including the museum setting and its strategies of display.

ARTH 109 INTRODUCTION TO SONIC ARTS (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.

ARTH 133 INTRODUCTION TO ART HISTORY I (3)

A critical survey of western art history from prehistory through the Middle Ages.

ARTH 134 INTRODUCTION TO ART HISTORY II (3)

A critical survey of western art history from the Renaissance to the present.

ARTH 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. Cross-listed as ARCH 121.

ARTH 136 THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE (3)

This survey introduces students to the art and architecture of some of the many cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while at the same time emphasizing thematic and stylistic relationships and cross-cultural influences. In so doing, the survey challenges the primacy of European artistic norms, and invites instead the students to experience the diversity and complexity of the definition of art in the age of exploration.

ARTH 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.

ARTH 140 THE BUDDHIST TEMPLE (3)

This course considers the forms and roles taken by temples as they followed the spread of Buddhism across Asia and into America.

ARTH 275 STUDY ABROAD IN ART HISTORY (3)

An investigation of site-specific issues or topics in art history, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTH 275 can be taken concurrently during a study abroad semester or summer.

ARTH 330 SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN (3)

A focused investigation of select issues in architectural and design history. Topics vary. Cross-listed as ARCH 330.

ARTH 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.

ARTH 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.

ARTH 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 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.

ARTH 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.

ARTH 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. It examines how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and 20th centuries. 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. Cross-listed as ARCH 321.

ARTH 339 MUSEUM STUDIES (3)

An examination of the history, structure, philosophies and roles of museums, alternative spaces, and public art programs. The class will meet with a number of area museum professionals.

ARTH 340 CURATORIAL PRACTICE (3)

An introduction to the practice and history of curating exhibitions and collections. Students gain direct experience working with objects and exhibition planning in USD's Hoehn Galleries. May be repeated for credit.

ARTH 341 EXHIBITION DESIGN (3)

A practical course in the design of museum and gallery exhibition installations. Students will deal with all aspects of presentation in the Hoehn Galleries, and will make use of local museum opportunities.

ARTH 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. Cross-listed as ARCH 322.

ARTH 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. Cross-listed as ARCH 323.

ARTH 344 BIOGRAPHIES OF WORLD CITIES (3)

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture—the archaeological strata—structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during winter Intercession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, Los Angeles among others. Cross-listed as ARCH 340.

ARTH 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.

ARTH 354 ART SINCE 1960 (3)

This course examines art of the past five 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 since 2000, the class will consider the ways that artistic strategies forge meaning within the frame of historical circumstance.

ARTH 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 and the pointed interventions of Krzysztof Wodiczko, Jenny Holzer, and Robert Irwin, to the populist strategies of Banksy and Rick Lowe, artists have moved into the real space of the world.

ARTH 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 centuries in the United States, students will consider the ways that theoretical perspectives and lived experience are articulated in art and film.

ARTH 375 STUDY ABROAD IN ART HISTORY (3)

An investigation of site-specific issues or topics in art history, offered by a USD affiliated program abroad. Can be

repeated once for credit. Two sections of ARTH 375 can be taken concurrently during a study abroad semester or summer.

ARTH 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.

ARTH 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.

ARTH 394 SEMINAR (3)

Discussion, research and writing focus in-depth on topics that 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; Chinoiserie and Japonisme; Asia Modern. Prerequisites: Any two Art History courses. May be repeated for credit. Art History majors are

Recommended Program of Study, Art History

**Freshman Year
Semester I**

ARTH 101 or one of the following: ARTH 133, 134, 135, 136, 138, 140
Core curriculum or electives

Semester II

ARTH 101 or one of the following: ARTH 133, 134, 135, 136, 138, 140
Core curriculum or electives

**Sophomore Year
Semester I**

One or two 300-level ARTH courses
One lower-division visual arts course
Core curriculum or electives

**Sophomore Year
Semester II**

One or two 300-level ARTH courses
Core curriculum or electives

**Summer of Sophomore/
Junior Year**
(study abroad course recommended but not required)

**Junior Year
Semester I**

One or two 300-level ARTH courses (ARTH 498 recommended for students interested in museum work or pursuing an emphasis in Art Administration)
One upper- or lower-division ARTV course
Electives

Semester II

ARTH 395
One additional 300-level ARTH course
Electives

**Senior Year
Semester I**

One or two 300-level ARTH courses (ARTH 498 recommended for students interested in museum work or pursuing an emphasis in Art Administration)
Electives

Semester II

ARTH 495
One or two 300-level ARTH courses
Electives

encouraged to take ARTH 394 concurrent with ARTH 495 during their senior year.

ARTH 395 METHODS IN ART HISTORY (3)

This seminar introduces art history students to some of the methods and theories that shape the interpretation of works of art. The course is based on the close reading and discussion of art historical texts that have influenced the development, aims, and practice of the discipline. Through a series of writing assignments, students will gain familiarity with various interpretative and analytical strategies, and be able to distinguish between different kinds of readings of artworks. Required for all Art History Majors. Prerequisites: Nine units in Art History. Art History students are strongly advised to enroll in this course during their junior year.

ARTH 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.

ARTH 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: at least one upper division art history course, and consent of the instructor. Every semester.

ARTH 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.

Architecture Courses (ARCH)

ARCH 101 INTRODUCTION TO ARCHITECTURE STUDIO (4)

An introduction to the fundamentals of the discipline of architecture. Lectures survey the history and theory of building types, structures and functions, as well as focusing on the intersections of physical, cultural and social spaces. Students will acquire techniques of architectural representation through a series of drawing and model-making assignments of increasing complexity and scale. This class meets 6 hours per week (3 hours lecture, 3 hours studio/lab. Additional special workshop hours in the computer lab or woodshop may also be scheduled as needed).

ARCH 102 ARCHITECTURAL DESIGN STUDIO I (4)

In this studio, students explore and design housing types at different densities through the fundamental representational techniques of architecture: plan, section, elevation, axonometric projection and model-making. Under the theme of inhabitation, a series of assignments introduce the students to the various scales of architectural intervention, from the dimensions of the human body all the way to the territory of the city. (3 hours lecture, 3 hours studio/lab weekly. Additional special workshop hours in the computer lab or woodshop may also be scheduled as needed.)

ARCH 121 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. Cross-listed as ARTH 135.

ARCH 275 STUDY ABROAD IN ARCHITECTURE (3)

An investigation of site-specific issues or topics in architecture and urbanism, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARCH 275 can be taken concurrently during a study abroad semester or summer.

ARCH 301 ARCHITECTURAL DESIGN STUDIO II (4)

This design studio course explores architecture as a cultural practice that structures both the physical and the social environment. A number of exercises will introduce the students to questions surrounding a wide range of scales of inhabitation, from the scale of the body to that of the campus, city and region. The design studio will address the inherent material, environmental, cultural and social issues that form these questions. Students can also expect to reach technical competency in a full range of design media, including drawing, model-making and computer aided design. (3 hours of lecture, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.) Prerequisite: ARCH 101 or 102, or the permission of the instructor.

ARCH 302 ARCHITECTURAL DESIGN VERTICAL STUDIO (4)

This is a thematic and thesis-driven studio that allows students of various levels and design skills to work together and learn from each other's experiences. Interested Sophomores may be admitted to this course, along with Juniors and Seniors, provided that they have successfully completed ARCH 101 or 102 and obtained the instructor's permission. The studio assignments will encourage teamwork, independent thinking and accelerated learning. (3 hours of lecture or faculty-lead seminar, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.) Prerequisite: ARCH 101 or 102, or the permission of the instructor. ARCH 302 may be repeated for credit.

ARCH 321 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. It examines 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. Cross-listed as ARTH 338.

ARCH 322 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. Cross-listed as ARTH 342.

ARCH 323 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. Cross-listed as ARTH 343.

ARCH 330 SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN (3)

A focused investigation of select issues in architectural and design history. Topics vary. May be repeated for credit. Cross-listed as ARTH 330.

ARCH 340 BIOGRAPHIES OF WORLD CITIES (3)

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture—the archaeological strata—structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during winter Intercession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, and Los Angeles, among others. Cross-listed as ARTH 344.

Recommended Program of Study, Architecture

**Freshman Year
Semester I**

ARCH 101
Core curriculum or
electives

Semester II

ARTH 136 or ARTH 138
ARTV 101, 103, 105,
108, or 160 Studio Arts
elective
Core curriculum or
electives

**Sophomore Year
Semester I**

ARCH 102
Core curriculum or
electives

**Sophomore Year
Semester II**

ARCH 121
Core curriculum or
electives

**Summer of Sophomore/
Junior Year**
ARCH 340
(study abroad course
recommended but not
required)

**Junior Year
Semester I**

ARCH 301
ARCH 321, 322, 323,
330 or 340
Electives

Semester II

ARCH 302
ARCH 321, 322, 323,
330 or 340
Upper-Division elective
in ENVI, ETHN,
HIST, SOCI, THEA
(see list) electives

**Senior Year
Semester I**

ARCH 495 or repeat
ARCH 302
ARCH, ARTV, or
ARTH 301 or higher.
Upper-Division
Department Elective
Electives

Semester II

ARCH 496
ARCH, ARTV, or
ARTH 301 or higher.
Upper-Division
Department Elective
Electives

ARCH 375 STUDY ABROAD IN ARCHITECTURE (3)

An investigation of site-specific issues or topics in architecture and urbanism, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARCH 375 can be taken concurrently during a study abroad semester or summer.

ARCH 494 TOPICS IN ARCHITECTURE (3)

A focused investigation of select issues in architecture, architectural design or urbanism. May be repeated for credit.

ARCH 495 SENIOR PROJECT STUDIO SEMINAR (4)

A studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 496 Senior Thesis. Students will formulate critical positions through readings, lectures, design studio research, and cross-disciplinary discussions pertaining to a range of creative practices. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Prerequisite: ARCH 301 or 302.

ARCH 496 SENIOR THESIS IN ARCHITECTURE (1)

The Senior Thesis in architecture is an independent architectural design project on a theme chosen by the student. The thesis is an opportunity for each student to define an individual position with regard to a specific aspect of architectural practice. Students are expected to incorporate research, programming, and site definition within their design process, and present a written essay that discusses the development of their work. Each student is also required to participate in an oral defense of her/his design thesis with faculty and peers. Senior Thesis should be taken in the final semester of the senior year. Every semester. Prerequisite: ARCH 302 or 495.

ARCH 498 INTERNSHIP (1-3)

Students who are interested in pursuing internship in a professional architecture office or design studio, or attending the summer design program of an accredited professional school in architecture, are required to submit a written proposal to the faculty internship coordinator, describing their expected duties, the work-load and the corresponding units, the beginning and the end of the internship period and the name and the contact information of the senior staff who agreed to supervise their work. The faculty coordinator will approve the course units (1-3) after reviewing the proposal. Upon the completion of the internship or the summer program, students are required to promptly submit a portfolio, clearly delineating their individual contribution. The faculty internship coordinator will assign the course grade after reviewing each student's portfolio.

ARCH 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 architecture courses. Prerequisite: consent of instructor.

Asian Studies

Yi Sun, PhD, 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 nine units from the upper division Asian studies courses from a minimum of two disciplines (listed below).

Option II:

18 units, including six Lower-Division Units from ARTH 140, The Buddhist Temple; 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
HIST 364	Topics in Asian History (including: Chinese History through Film; Contemporary China)
HIST 365	History of China
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 372	U.S.-East Asia Relations
MUSC 340	Topics in World Music (Musics of Asia)
MUSC 357	Gamelan Ensemble
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	The Hindu Tradition
THRS 314	Buddhist Thought And Culture
THRS 315	Islamic Faith and Practice
THRS 316	The Daoist Tradition
THRS 317	Religions of China

Other courses related to Asia may also qualify for the minor, including those offered through the Study Abroad programs. Please see the coordinator for approval.

Biology

Richard J. Gonzalez, PhD, CHAIR

Lisa A.M. Baird, PhD

Terry H. Bird, PhD

Hugh I. Ellis, PhD

Valerie S. Hohman, PhD

Curtis M. Loer, PhD

Mary Sue Lowery, PhD

Michael S. Mayer, PhD

Geoffrey Morse, PhD

Marjorie Patrick, PhD

Gregory K. Pregill, PhD

Marie A. Simovich, PhD

Adam Siepielski, PhD

Curt W. Spanis, PhD

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 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 also to foster active learning skills. All students are encouraged to complement their formal coursework with research on campus under faculty supervision (see Undergraduate Research) or off campus through our internship program. 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 flexible structure of the biology major allows each student to focus his or her studies in one or more areas of interest. To assist those students preparing for careers in the health sciences, the university offers a Pre-Health Advising office within the Dean's office of the College of Arts & Sciences. By working

together with the Pre-Health advisor and their academic advisor within the Biology Department, pre-health students can design a course of study that best prepares them for their chosen professional school.

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 flexible structure of the biology major allows each student to focus his or her studies in one or more areas of interest. To assist those students preparing for careers in the health sciences, the university offers a Pre-Health Advising office within the Dean's office of the College of Arts & Sciences. By working together with the Pre-Health advisor and their academic advisor within the Biology Department, pre-health students can design a course of study that best prepares them for their chosen professional school.

Preparation for the Major

BIOL 190, 221, 221L, 225, 225L; CHEM 151, 151L, 152, 152L; CHEM 301, 301L; PHYS 136, 137 or equivalent; and introductory college calculus.

The Major

A minimum of 28 Upper-Division Units in biology is required. These must include:

BIOL 300

BIOL 305

BIOL 309

and one of the following options:

BIOL 490 – Senior Project

BIOL 491 – Science in the Public Domain

Three units of Bio 496 over at least two semesters

Three units of Bio 498 over at least two semesters

Students may choose elective courses according to their interests for the remainder of their Upper-Division Units, but must take a minimum of four laboratory classes. At least 16 of the Upper-Division Units for the major must be completed at USD.

The Minor

Minimum requirements for the minor are: BIOL 190, 221, 221L, 225, 225L, and 300 or 305, and at least four 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 three units. Courses for the minor should be selected with the aid of a biology faculty advisor.

At least four 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).

Pre-Health Sciences Programs of Study

The biology major provides an excellent preparation for those students interested in pursuing future studies in one of the health professional programs (medicine, dentistry, veterinary medicine, pharmacy, optometry, podiatry, nursing, and physical therapy). Our curriculum provides students with a strong foundation in biological concepts as well as in the analytical and communication skills needed by health professionals. To assist students preparing for a career in the health sciences, the university's Pre-Health Advising Office can provide students with specific program prerequisites, help locate volunteer and community service opportunities, and help students understand the professional school application process. By working together with the pre-health advisor and their academic advisor within the biology department, pre-health students can design a course of study within the Biology major that best prepares them for their chosen professional school.

Most of the prerequisite courses for the pre-health programs are included in the preparatory courses required for the biology major. In addition, many programs now strongly recommend or require additional courses in genetics (BIO 300), cell/molecular biology (BIOL 480, 482), statistics (BIOL 301), and biochemistry (CHEM 331); an increasing number of dental, pharmacy, optometry, nursing, and physical therapy programs require human anatomy &

physiology (BIOL 122, 123). Additional biology courses that would likely be of interest to those students planning to pursue a career in the medical field include Evolution of Vertebrate Structures (BIOL 320), Microbiology (BIOL 342), Animal Development (BIOL 376), Vertebrate Physiology (BIOL 478), Cell Physiology (BIOL 480) and Immunology (BIOL 484). Students should work with both their academic advisor and the Pre-health advisor to determine a schedule that is best suited for their future plans.

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 Creative Collaborations.

Courses for Non-Majors (BIOL)

BIOL 101, 102, 103, 104, 105, 106 108, 110, 111, 112, 113, 114, and 115 will satisfy the core curriculum requirement. BIOL 101, 102, 104 105, and 106 are three hours of lecture weekly. None of these courses will satisfy requirements for the major or minor in biology.

BIOL 101, 111 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. BIOL 101 is lecture only, 111 is two hours of lecture per week and one laboratory every other week.

BIOL 102, 112 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. BIOL 102 is lecture only, 112 is two hours of lecture per week and one laboratory every other week. Laboratory will include field trips, one of which will be an all-day weekend trip to the desert. Cross-listed as ENVI 102.

BIOL 103, 113 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.

BIOL 104, 114 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. BIOL 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.

BIOL 105, 115 PHYSIOLOGY OF EXERCISE (3-4)

A study of human physiology and how the body accommodates physical exercise. Training procedures, health, and importance of nutrition and ergogenic aids are emphasized. BIOL 105 is lecture only for three units, BIOL 115 is three hours of lecture and one laboratory weekly. Prerequisites: High school biology and chemistry are strongly recommended. Every semester.

BIOL 106 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.

BIOL 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.

BIOL 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.

BIOL 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 Core Life Science requirement or requirements for a major or minor in biology. Lecture and laboratory.

Courses for Biology Majors (BIOL)

BIOL 190 INTRODUCTION TO 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. Offered every semester.

BIOL 221 INTRODUCTION TO ORGANISMAL DIVERSITY (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. Prerequisite: BIOL 190. Offered every semester.

BIOL 221L INTRODUCTION TO ORGANISMAL DIVERSITY LABORATORY (1)

A laboratory course to complement the lecture material presented in BIOL 221. Prerequisites: BIOL 190, and concurrent registration in BIOL 221, or consent of the instructor. Offered every semester.

BIOL 225 INTRODUCTION TO CELL PROCESSES (3)

This one-semester foundation course for biology majors provides an introduction to the concepts of structure 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. Concurrent registration in BIOL 225L is strongly recommended. Prerequisites: BIOL 190, and completion of, or concurrent registration in, CHEM 151. Offered every semester.

**BIOL 225L INTRODUCTION TO CELL PROCESSES
LABORATORY (1)**

A laboratory course to complement the lecture material presented in BIOL 225. Prerequisites: BIOL 190, and concurrent registration in BIOL 225, or consent of instructor. Offered every semester.

BIOL 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. Completion of BIOL 221 and 221L is strongly recommended. Prerequisites: BIOL 190, 225, and 225L. Offered every semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L, 300 or 305. Offered in Spring semester.

BIOL 305 ECOLOGY (3)

A study of the distribution and abundance of organisms. This basic course will include a discussion of the physical environment, biogeography, and ecosystems. Community and population ecology will also be addressed. One or two weekend field trips may be required. Prerequisites: BIOL 190, 221, 221L, 225 and 225L. Offered every semester.

BIOL 309 RESEARCH METHODS (2)

Development of basic methods and skills common to all research in Biology. Topics include use of literature, hypothesis formation and hypothesis testing with statistical inference, and critical evaluation of data. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300 or 305 depending upon instructor. Offered every semester.

BIOL 310 EVOLUTION (3)

A study of the fundamental concepts of evolution. The nature of variation, isolation, natural selection, and speciation will be discussed. Special topics include molecular, behavioral, developmental, and human evolution. Three hours of lecture per week. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Offered every Fall semester.

BIOL 340 DESERT BIOLOGY (4)

This course provides an introduction to the formation and climate of the local Colorado Desert and the evolution, ecology, physiological adaptations, and relationships of the organisms found there. The lab portion includes five days hiking and camping in Anza Borrego Desert State Park during Spring Break, where the floral and faunal communities of several habitat types will be studied through trapping, tracking, and experiment. Three hours of lecture and one laboratory weekly. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Offered every Spring semester.

BIOL 342 MICROBIOLOGY (4)

An introduction to the microbial world, with emphasis given to bacteria, archaea and viruses. A diversity of prokaryotes is examined with particular attention devoted to differences in cell physiology, energy metabolism and ecology. Interactions between the human immune system and microbial pathogens are examined. The laboratory stresses procedures to culture and identify microorganisms. Two hours of lecture and two laboratories weekly. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Fall semester.

BIOL 344 PLANT SYSTEMATICS (4)

An introduction to the study of plant diversity. The evolution of plants is examined from the perspective of geological and ecological history. Significant plant groups will be covered, with special emphasis on the flowering plants. Field identification of plant families will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Cross-listed as ENVI 361. Offered every Spring semester.

BIOL 364 CONSERVATION BIOLOGY (4)

Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laboratory 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Cross-listed as ENVI 364. Offered every Fall semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Fall semester.

BIOL 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. Completion of CHEM 301/301L is recommended. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Spring semester.

BIOL 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 population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Biostatistics is highly recommended. Fall semester. Prerequisites: Introductory Calculus; BIOL 190, 221, 221L, 225, 225L and 305. Offered every Fall semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305. Offered every Fall semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 305; Introductory calculus. Biostatistics recommended. Offered every Spring semester.

BIOL 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. Prerequisites: One year of general chemistry with laboratory; BIOL 190, 221, 221L, 225, 225L and 300. Offered every Fall semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Fall semester.

BIOL 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 is required. Offered every Fall semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Spring semester.

BIOL 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 vertebrate animals. One laboratory weekly. Concurrent registration in BIOL 478 is required. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L, 305 and CHEM 301. Offered every Spring semester.

BIOL 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. Offered every Spring semester.

BIOL 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

Recommended Program of Study, Biology

**Freshman Year
Semester I**

Preceptorial (3)
BIOL 190 (3)
CHEM 151/151L
or MATH (3-4)
CC or electives (3-6)

Semester II

BIOL 221/221L or
225/225L (4)
CHEM 152/152L (4)
MATH (3-4)
CC or electives (3-6)

**Sophomore Year
Semester I**

BIOL 221/221L or
225/225L (4)
CHEM 151/151 or
301/301L (4)
PHYS 136 (4)
CC or electives (3-6)

Semester II

BIOL 300 (3)
CHEM 152/152L (4)
PHYS 137 (4)
CC or electives (6-9)

**Junior Year
Semester I**

BIOL (4-8)
CHEM 301/301L (4)
PHYS 136 (4)
CC or electives (3-6)

Semester II

BIOL (4-8)
PHYS 137 (4)
CC or electives (3-13)

**Senior Year
Semester I**

BIOL 495 (1)
or BIOL (4-8)
CC or electives (3-12)

Semester II

BIOL 495 (1) or
BIOL (4-8)
CC or electives (3-12)

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 190, 221, 221L, 225, 225L, 300 and CHEM 301. Offered every Spring semester.

BIOL 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. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300. Offered every Fall semester.

BIOL 490 SENIOR PROJECT (4)

Students work on individual research projects that apply appropriate research techniques to test hypotheses. Completion of course will require oral presentation of results. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 309 with a grade of C- or better.

BIOL 491 SCIENCE IN THE PUBLIC DOMAN (3)

Students will design and implement science projects that demonstrate a basic scientific concept for elementary school students in an after school program. Students explore methods of pedagogy and the role of outreach and community service learning in communicating science. Tasks include practice grant-writing, hypothesis testing and assessment. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 309 with a grade of C- or better.

BIOL 494 TOPICS IN BIOLOGY (1-4)

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 four units may be applied to the biology major or minor. Prerequisites: BIOL 190, 221, 221L, 225, 225L and 300 or 305 depending upon topic.

BIOL 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 seniors.

BIOL 496 RESEARCH (1-3)

Students develop and/or assist in research projects in various fields of biology working with Biology Department faculty member. The study may involve 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 three units.

BIOL 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 three units.

BIOL 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.

Catholic Studies

PROGRAM COORDINATORS

John Donnelly, PhD, Philosophy

Joseph McGowan, PhD, 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)
6. a 3 unit course selected from one of the following areas: history, art/music, or science/social science.

Catholic Studies Courses (CATH)

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.

CATH 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 Catalog 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 Europe (3)
HIST 346	Topics in Medieval and Early Modern Europe (3)
HIST 363	History of Brazil (3)
HIST 384	History of Mexico (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)
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	Latino/a Catholicism (3)
THRS 364	Theology of the Church (3)
THRS 368	Latino/a Theologies (3)
THRS 494	Topics in Theology and Religious Studies: Liberation Theologies (3)

Chemistry and Biochemistry

Deborah C. Tahmassebi, PhD, CHAIR

Lauren B. Benz, PhD

James P. Bolender, PhD

Mary K. Boyd, PhD

Timothy B. Clark, PhD

Christopher J. A. Daley, PhD

David O. De Haan, PhD

Robert N. Dutnall, PhD

Tammy J. Dwyer, PhD

Thomas R. Herrinton, PhD

Peter M. Iovine, PhD

Jeremy S. Kua, PhD

Mitchell R. Malachowski, PhD

Stephen A. Mills, PhD

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 and biochemistry programs, has approved USD's curriculum. This allows 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 fully participate. These activities lead, in many cases, to new discoveries and publications in major scientific journals with students as co-authors.

Our students are the main users of the department's scientific instrument holdings, which include over \$2 million in state-of-the-art equipment. We regularly upgrade and add new instruments to keep abreast with new

technologies, thus preparing our students for their future professional needs. Current instrumentation used in the department includes an atomic absorption facility, an NMR facility including two spectrometers (400 MHz and 500 MHz), a molecular modeling facility with dedicated workstations and software for computational chemistry, a thermogravimetric suite including a differential scanning calorimeter and gravimetric analyzer, and a laser facility. In addition, we have a single crystal x-ray diffraction system, and a spacious spectrometer facility housing UV-Vis, IR, fluorescence, circular dichroism, and gas chromatograph mass spectrometers.

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, and teaching. They are employed in the chemical, pharmaceutical, petroleum, energy, engineering, and "biotech" 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 and biochemistry 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.

Chemistry Major

Preparation for the Major:

CHEM 151, 152, 151L, 152L, 220; MATH 150, 151; PHYS 270, 271.

The Major:

The 32 units of upper division work must include CHEM 301, 302, 301L, 302L, 311, 312, 331, 396W, 440, 489, one elective, and two of the following advanced laboratories: CHEM 421, 423, 425, and 427. Electives may be chosen from other chemistry courses for which prerequisites have been met. CHEM 496 may not be applied toward the 32 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.

Chemistry majors may complete an ACS-certified degree with any two UD labs (42X). For students who elect to take CHEM 421 and CHEM 425, their CHEM 396W research must be in the areas of biochemistry and/or inorganic chemistry to complete an ACS-certified degree.

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.

Biochemistry Major

Preparation for the Major:

CHEM 151, 152, 151L, 152L, 220; Math 150, 151; PHYS 270, 271; BIOL 190, 225, 225L, 300.

The Major: The 29 units of upper division work must include CHEM 301, 302, 301L, 302L, 311, 314, 331, 335, 396W, 489, one elective, and one of the following advanced laboratories: CHEM 421, 423, 425, or 427. Electives may be chosen from other chemistry courses for which prerequisites have been met or BIOL 342, 376, 382, 480, 482 or 484. CHEM 496 may not be applied toward the 29 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. To obtain an ACS-certified bachelor's

degree, biochemistry majors must complete CHEM 440 or an elective course in inorganic chemistry.

Chemistry Minor

Minimum requirements for a minor in chemistry are: CHEM 151, 152, 151L, 152L and ten units of upper division chemistry. Students taking the minor to enhance employment possibilities in biotechnology, pharmaceutical industry or pharmacy school are advised to 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 may be restricted from graduating.

Other Programs:

Several professional options are open to the chemistry major in addition to the pursuit of a career in chemistry or biochemistry.

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

Recommended Program of Study Biochemistry

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. There is some flexibility to meet individual needs. Elective courses in chemistry and biology may be taken at any time as long as the course prerequisites have been satisfied. Students are encouraged to consult with their academic advisor to ensure that their needs and interests will be met.

Freshman Year Semester I	Sophomore Year Semester I	Junior Year Semester I	Senior Year Semester I
CHEM 151 (3)	CHEM 301 (3)	CHEM 311 (3)	CHEM 396W*** (3)
CHEM 151L (1)	CHEM 301L (1)	CHEM 331 (3)	CHEM 421 or 425 (3)
MATH 150* (4)	CHEM 220 (3)	PHYS 271 (4)	CHEM 440 (3)
BIOL 190 (3)	Bio 221/221L (4)**	Core or electives (5-6)	Core or electives (6-10)
Core or electives (4-5)	Core or electives (4-9)		
Semester II	Semester II	Semester II	Semester II
CHEM 152 (3)	CHEM 302 (3)	CHEM 396W*** (3)	CHEM 427 (3)
CHEM 152L (1)	CHEM 302L (1)	CHEM 314 (3)	UD CHEM or BIOL elective (3-4)
MATH 151 (4)	PHYS 270 (4)	CHEM 335 (3)	CHEM 489 (0)
BIOL 225, 225L (4)	BIOL 300 (3)	Core or electives (6-10)	Core or electives (8-10)
Core or electives (3-4)	Core or electives (4-5)		

*Students deficient in mathematics should take Math 115 instead of Math 150, followed by Math 150 and 151.

**Bio 221/221L is required only if you are pre-med.

***CHEM 396W may be completed in either semester of the junior year or fall of the senior year.

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 should include BIOL 221, 221L, 225, 225L and any additional science courses recommended by the Director of Pre-Health Advising.

Chemistry Courses (CHEM)

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, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Two lectures weekly. Every semester.

CHEM 103 DNA SCIENCE AND TECHNOLOGY (3)

A course designed for the non-science major that covers basic physical science concepts and how they apply to the discovery and study 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. Every semester.

CHEM 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). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. Fall semester. This course is cross-listed with PHYS 105.

CHEM 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 general education requirement for a laboratory course in the natural sciences. Two lectures and one laboratory/discussion weekly. Spring semester.

CHEM 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. Prerequisites: Eligibility for Math 115 or higher, completion of or concurrent registration in CHEM 151L-152L. Every semester.

CHEM 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 applications of chemistry are included. Three lectures weekly. Spring semester. Prerequisites: CHEM 151, 151L and consent of instructor, completion of or concurrent registration in CHEM 152.

CHEM 151L-152L GENERAL CHEMISTRY LABORATORY (1-1)

A laboratory course which introduces the concepts and techniques of experimental chemistry. CHEM 151L has one laboratory period that meets biweekly. CHEM 152L has one laboratory period that meets every week. Pre-requisites: completion of or concurrent registration in CHEM 151-152. Every year.

CHEM 220 ANALYTICAL CHEMISTRY (3)

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 laboratory and one lecture weekly. Prerequisites: CHEM 152, 152L. Every semester.

CHEM 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 152, completion of or concurrent registration in CHEM 301L-302L. Every year.

CHEM 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, completion of or concurrent registration in CHEM 301-302.

CHEM 311 PHYSICAL CHEMISTRY (3)

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Fall semester. Prerequisites: CHEM 152, MATH 151, and PHYS 270, completion of or concurrent enrollment in PHYS 271 or consent of instructor.

CHEM 312 PHYSICAL CHEMISTRY (3)

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester. Prerequisite: CHEM 311 or consent of instructor.

CHEM 314 BIOPHYSICAL CHEMISTRY (3)

This course will apply the principles of thermodynamics, equilibria and kinetics toward biological systems including proteins, nucleic acids and membranes. These principles will be applied toward understanding the structure and function of biological macromolecules. Three lectures weekly. Spring semester. Prerequisites: BIOL 225, PHYS 270, and MATH 151, completion of or concurrent registration in CHEM 331.

CHEM 331 BIOCHEMISTRY (3)

The structure, function, and metabolism of biomolecules. Structure and function of proteins, carbohydrates, lipids, nucleic acids, and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanism, thermodynamics, metabolism, and the regulation of metabolism. Three lectures weekly. Prerequisites: CHEM 302, 302L. Every semester.

CHEM 335 BIOCHEMISTRY LABORATORY (3)

An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins and other biomolecules. Experiments will include preparation of buffers, production and purification of proteins, and analysis of protein structure and function. Two laboratory periods weekly. Prerequisites: CHEM 220, completion of or concurrent registration in CHEM 331. Every semester.

CHEM 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. Two 3-hour laboratory periods weekly. Prerequisites: CHEM 152, 152L. (may not be offered every year)

CHEM 396W RESEARCH METHODS (3)

Introduction to the principles, methods, and communication of chemical and biochemical research. Lab work includes general and advanced techniques with considerable hands-on use of modern instruments, proper record-keeping, data management, and consideration of laboratory safety. Techniques for searching the chemical literature, peer review and research ethics are included. This course fulfills the upper division writing requirement. Students will write and edit a report in a format suitable for journal publication. One lecture and eight hours of laboratory research weekly. Prerequisite: approval by department chair; may be taken Fall or Spring of Junior year or Fall of Senior year. Every semester.

CHEM 421 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. Two laboratory periods weekly. Fall semester. Prerequisites: CHEM 220, 302, 302L, completion of or concurrent registration in CHEM 311.

CHEM 423 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. Two laboratory periods weekly. Spring semester. Prerequisites: CHEM 220, 302, 302L, 311 and 440.

CHEM 425 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. Two laboratory periods weekly. Fall semester. Prerequisites: CHEM 220, 302, 302L, completion of or concurrent registration in CHEM 311.

CHEM 427 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, and fluorescence spectroscopy, mass spectrometry, and X-ray diffraction, along with 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. Two laboratory periods weekly. Spring semester. Prerequisites: CHEM 220, 302, 302L, completion of or concurrent registration in CHEM 331. CHEM 335 is strongly recommended.

CHEM 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. Fall semester. Prerequisites: CHEM 302; completion of or concurrent registration in CHEM 311.

CHEM 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 may be restricted from graduating. Every year.

CHEM 494 SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY (3-4)

Rotating in-depth courses focused on various chemical and biochemical topics based primarily on the expertise of faculty. May be repeated for credit when the topic changes. Prerequisite: varied (at least yearly).

CHEM 496 UNDERGRADUATE RESEARCH (1-3)

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prerequisite: Approval by department chair.

CHEM 496H HONORS UNDERGRADUATE RESEARCH (1-3)

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prerequisite: Approval by department chair, membership in the Honors Program.

Recommended Program of Study, Chemistry

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. There is some flexibility to meet individual needs. Elective courses in chemistry may be taken at any time as long as the course prerequisites have been satisfied. Students are encouraged to consult with their academic advisor to ensure that their needs and interests will be met.

**Freshman Year
Semester I**

CHEM 151 (3)
CHEM 151L (1)
MATH 150* (4)
Core or electives (7-8)

Semester II

CHEM 152 (3)
CHEM 152L (1)
MATH 151 (4)
Core or electives (7-8)

**Sophomore Year
Semester I**

CHEM 301 (3)
CHEM 301L (1)
CHEM 220 (3)
Core or electives (8-9)

Semester II

CHEM 302 (3)
CHEM 302L (1)
PHYS 270 (4)
Core or electives (7-8)

**Junior Year
Semester I**

CHEM 311 (3)
CHEM 331 or 440 (3)
PHYS 271 (4)
Core or electives (5-6)

Semester II

CHEM 312 (3)
CHEM 396W** (3)
CHEM 423 or 427*** (3)
Core or electives (6-10)

**Senior Year
Semester I**

CHEM 421 or 425*** (3)
CHEM 331 or 440 (3)
CHEM 396W** (3)
Core or electives (6-10)

Semester II

CHEM 423 or 427*** (3)
UD CHEM elective (3)
CHEM 489 (0)
Core or electives (9-13)

*Students deficient in mathematics should take Math 115 instead of Math 150, followed by Math 150 and 151.

**CHEM 396W may be completed in either semester of the junior year or fall of the senior year.

***Students must complete two (2) of the following: CHEM 421, 423, 425 427.

Classical Studies

Florence Gillman, PhD, COORDINATOR

The Classical Studies Minor

The classical world was the crucible in which Christianity and the western artistic, literary, philosophical, and political traditions were formed. The classical studies minor is an interdisciplinary academic program that provides students with an opportunity to supplement their major with a structured and directed program of study in the histories, religions, cultures, languages, and societies of Greco-Roman antiquity. It is designed to help students develop a nuanced and sophisticated understanding of the Greek, Hellenistic, and Roman civilizations of the Mediterranean (ca. 750 BC–ca. AD 500), and in so doing to enrich their understanding of themselves, their major, and the Catholic tradition.

Requirements

Option I:

Three semesters in Greek or Latin and nine units in upper division classical studies courses from a minimum of two disciplines (listed below), plus either a fourth semester in a classical language or three units from the lower-division classical studies courses (listed below).

Option II:

18 units, including 6 Lower-Division Units from the courses below, and 12 Upper-Division Units from a minimum of two academic disciplines.

Six Lower-Division Units from:

ARTH 133	Introduction to Art History I
ENGL 223	Studies in Genre: Ancient Drama
ENGL 223	Studies in Genre: Classical Epic
ENGL 228	Studies in World Literature: Greece and Rome
HIST 102	The Ancient World
PHIL 270	History of Ancient Philosophy

12 Upper-Division units from:

ANTH 336	Pre-Classical Seafaring
ENGL 494	Special Topics: Classical Literature in Translation
GREK 499	Independent Study (may be repeated for credit with different topics)
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	Fall of the Roman Empire
LATN 499	Independent Study (may be repeated for credit with different topics)
PHIL 470	Studies in Ancient Philosophy

POLS 301	Political Thought: Ancient and Medieval
THRS 353	Early Christianity
THRS 385	Paul, The Man and His Message
THRS 388	The World of the Bible

Communication Studies

Kristin C. Moran, PhD, CHAIR
 Bradley J. Bond, PhD
 Jonathan M. Bowman, PhD
 Leeva C. Chung, PhD
 Esteban del Rio, PhD
 Gregory Ghio, MA
 Carole L. Huston, PhD
 Gina Lew, MA
 Antonieta Mercado, PhD
 Roger C. Pace, PhD
 Eric C. Pierson, PhD
 Linda A. M. Perry, PhD, EMERITA
 Susannah R. Stern, PhD
 David B. Sullivan, PhD

The Communication Studies Major

Communication studies is firmly committed to academic excellence through promoting a rigorous and relevant curriculum grounded in the liberal arts tradition. We approach communication as the primary social process: the various modes of human communication forge and maintain individual identity and collective organization. Our curriculum offers an integrated approach to communication, providing depth and breadth of knowledge. Undergraduate students will become competent in analyzing the construction, reception, and effectiveness of messages, which give shape to our world. Communication studies prepare students to participate in professional, social, and civic life in an ethical, intellectually curious, and engaged manner.

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 39 units of coursework in the major, including 15 units of Lower-Division Core Courses, 6 units of Upper-Division Core Courses, and an additional 18 units divided into 6 units of Human Communication course, 6 units of Media Studies courses, and 6 elective units from upper division offerings.

Practical experience is a valuable addition to the undergraduate major and the department offers opportunities for students to work in student media production as well as participating in the internship program. The department supports The Vista, USDtv, and USD Radio and offers the opportunity to receive academic credit for some of these practicum experiences, but no more than three units combined of 491, 492 or 498 may be applied toward the major or minor. No more than six units combined of any practicum within the College may be applied to the BA degree.

Students are encouraged to participate in study abroad to complement the major with global learning opportunities. No more than six units from a non-USD faculty led study abroad course can be applied to the major or minor.

COMM 101, 130 and 203 satisfy the core curriculum requirement in the social sciences.

Required Lower-Division Core (15 units)

COMM 101, 130, 203, 220, 265

Required Upper-Division Core (6 units)

COMM 300 and 336

Required Upper-Division Human Communication (6 units)

Select from: COMM 325, 326, 350, 353, 370, 403, 422, 445, 455, 460, 475, 488

Required Upper-Division Media Studies (6 units)

Select from: COMM 330, 380, 421, 432, 435, 462, 463, 480, 482, 483, 485

Upper-Division Electives (6 units)

Select from any upper division communication course including COMM courses not listed above.

The Communication Studies Minor

The communication studies minor consists of 6 Lower-Division Units and 12 Upper-Division Units to be selected in consultation with an advisor.

Required Lower-Division Core (6 units)

COMM 101 and either 130, 203, or 220

Required Upper-Division Core (3 units)

Select from COMM 300 or 336

Upper-Division Electives (9 units)

Select from any upper division communication course.

Communication Studies Courses (COMM)

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 many upper division communication studies courses, and fulfills a core curriculum requirement in the social sciences.

COMM 130 INTRODUCTION TO MEDIA STUDIES (3)

This course offers an introduction to the examination of media emphasizing media literacy. Students learn about the origins, history, and development of mass media in the United States. Additionally, the present structure, characteristics, and challenges in the contemporary media environment are addressed. Fulfills a core curriculum requirement in the social sciences.

COMM 203 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.

COMM 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.

COMM 265 INTRODUCTION TO RESEARCH (3)

An introduction to communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The interpretive, descriptive, and explanatory foundations of research methodologies will be examined. Ethical principles governing the process of research will also be explored.

COMM 300 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 it is recommended to complete this course prior to other upper division courses in Communication Studies. Prerequisite: COMM 101.

COMM 325 INTERPERSONAL COMMUNICATION (3)

This course examines the dynamics of relational communication. Humanistic and social scientific theories of interpersonal relationship development will be emphasized. Topics include impression management, attraction, love, conflict, and the dark side. Prerequisite: COMM 101.

COMM 326 NONVERBAL COMMUNICATION (3)

This course draws upon and scrutinizes the intersection of nonverbal and verbal communication channels, with an emphasis on the influence of nonverbal channels on communicator competence in interpersonal, media, organization, intercultural, and group contexts. Examples of specific topics include scholarship on the theory and application of nonverbal codes (and subsequent functions) vocal variation, nonverbal channels, and context-specific communication style. Prerequisite: COMM 101.

COMM 330 OR 330W**MEDIA PROCESSES AND EFFECTS (3)**

This course examines the process of media production and the theories related to the effects media have on audiences. A historical approach is used to analyze and explain the development of the field of mass communication. Other topics include the functions media perform for individuals and society. Analysis and application of media theory is emphasized. Prerequisite: COMM 130.

COMM 336 OR 336W**COMMUNICATION CRITICISM (3)**

This course introduces students to critical analytic methods used to understand the symbolic nature of communication messages. Students will be introduced to the nature of communication criticism, learn to distinguish between popular and scholarly criticism and employ criticism as a means of making ethical judgments. Prerequisites: COMM 101.

COMM 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. It is recommended that students complete COMM 130 before enrolling in this course.

COMM 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 dynamics. Topics include group norms and roles, leadership, motivation, coalition formation, communication networks, and decision making. Prerequisite: COMM 101.

COMM 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. Prerequisite: COMM 101.

COMM 365 COMMUNICATION RESEARCH METHODS (3)

A survey of contemporary quantitative methods in communication research. This course will help students understand how to measure and explain communication behaviors and beliefs from a quantitative perspective. Students will be exposed to methods such as experimentation, structured observation, and survey design, including the analysis and interpretation of results. Prerequisite: COMM 265

COMM 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 from a qualitative perspective. Students will be exposed to methods such as field observation, ethnography, and content analysis. Prerequisite: COMM 265.

COMM 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.

COMM 380 INTERNATIONAL MEDIA (3)

This course examines media systems, uses, and social impact around the world, with an emphasis on trans-national 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. It is recommended that students complete COMM 130 before enrolling in this course.

COMM 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 203.

COMM 421 OR 421W

ADVANCED JOURNALISM (3)

This course combines instruction in contemporary theories about press performance with advanced newsroom skills. The course advances students' understanding of newsroom management, news gathering, press ethics, and the organizational norms that drive journalistic styles. Students develop advanced reporting and editing skills in completing various news assignments. Prerequisite: COMM 220.

COMM 422 OR 422W

FAMILY BUSINESS COMMUNICATION (3)

This course provides an examination of family communication theory as it applies to interaction and cognition within the rich context of our earliest group membership. Role formation, identity development and a range of family structures across the life span will be emphasized in both a modern and historical contexts.

Students will apply theory to understand and analyze their own and others' familial communication experiences.

COMM 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 a focus on 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. It is recommended that students complete COMM 336 before enrolling in this course.

COMM 435 PRINCIPLES OF PRODUCTION (3)

This course provides students an opportunity to learn 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.

COMM 445 OR 445W

GENDER COMMUNICATION (3)

This course provides an overview of the relevant research on gender issues and the construction of gender through mediated forms. 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. It is recommended that students complete COMM 101 and 130 before enrolling in this course.

COMM 455 INTERVIEWING AND NEGOTIATING: PRINCIPLES AND PRACTICES (3)

This course is an examination of methods and techniques applicable to a variety of interviews and negotiations.

Recommended Program of Study, Communication Studies

**Freshman Year
Semester I**

Preceptorial (3)
COMM 101 or 130 (2)
CC (9)

Semester II

COMM 130 or 203 (3)
COMM 265 (3)
CC (9)

**Sophomore Year
Semester I**

COMM 203 or 220 (3)
COMM 300 (3)
CC (9)

Semester II

COMM 336 (3)
Upper-Division COMM (3)
CC (9)

**Junior Year
Semester I**

Upper-Division COMM (6)
CC or electives (6-9)

Semester II

Upper-Division COMM (6-9)
CC or electives (6-9)

**Senior Year
Semester I**

Upper-Division COMM (3-9)
Upper-Division Electives

Semester II

Upper-Division COMM (3-9)
Upper-Division Electives

Students prepare, participate in, and critique employment, journalistic, and appraisal interviews. Students also learn techniques and principles of negotiating, including alternative dispute resolution, distributive bargaining, and principled negotiations. Prerequisite: COMM 101.

COMM 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.

COMM 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.

COMM 463 SPORTS AND MEDIA (3)

This course examines the numerous aspects of the sports-media relationship in the US, where many of the global trends and developments in sports communication have occurred. Drawing perspectives from popular criticism and scholarly research, the course surveys the development of sports media, the coverage and business of sports media, sports media audiences and fandom, and contemporary issues in sports media. Students are expected to enhance their understanding of social scientific, normative, and cultural studies approaches to media phenomena through a focused examination of mediated sports as cultural artifact.

COMM 475 OR 475W

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, language, interethnic/intergroup communication, identity and adaptation. Students will enhance flexibility with such encounters. It is recommended that students complete COMM 300 before enrolling in this course.

COMM 480 OR 480W

ADVANCED TOPICS IN INTERNATIONAL MEDIA (3)

This upper division elective provides students an opportunity for an in-depth analysis and examination of media systems in a particular region of the world and/or transnational connections around a particular international

cultural practice. Topics will vary according to the instructor and interest. General themes may include Latin American Media Systems, British Media Systems, Asian Cinema or Global Youth Culture. Course may be repeated as topics vary. It is recommended that students complete COMM 130 and COMM 380 before enrolling in this course.

COMM 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. It is recommended that students complete COMM 130 and COMM 330 before enrolling in this course.

COMM 483 TEENS AND POPULAR CULTURE (3)

This course aims to examine the complex relationship between teenagers and the popular media. Focusing primarily on American teens, various important issues will be considered, such as: how media portray teens, how corporations target teens as a market, how teens make active choices about which media they attend to and how, and how teens themselves actively create their own media and culture. Our goal is to resist simple speculation about media's effects on youth, and to instead engage with why media use is pleasurable and meaningful to young people, and how it operates in their lives. It is recommended that students complete COMM 130 and COMM 330 before enrolling in this course.

COMM 485 OR 485W

WRITING FOR MEDIA (3)

This course provides students an opportunity to learn skills and strategies associated with writing and production in various media forms. 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 media texts, including screenplays, television narratives, and/or advertisements. It is recommended that students complete COMM 130 before enrolling in this course.

COMM 488 GLOBAL TEAM DEVELOPMENT (3)

This course is designed to further students' understanding of intercultural and small group theory, development, and research and explore how groups develop into teams. Students will have the opportunity to work in multicultural and virtual teams providing basic diversity training and development, and research. The course emphasizes a wide range and scope of topics related to teams and teamwork by addressing issues such as finding alternative solutions to

problems, reaching decisions, making recommendations, and understanding the process of team and organizational development as a whole.

COMM 491 VISTA STAFF (1-3)

Students interested in receiving journalism experience may participate in the publication of the USD student newspaper The Vista by serving as staff writers, editors, or working in other available positions. Enrollment is by consent of instructor.

COMM 492 USDTV STAFF (1-3)

Students interested in gaining experience in broadcasting may work for the campus television station, USDtv. Students are eligible to be on-air talent, serve as producers, editors, marketing personnel, or other available positions. Enrollment is by consent of instructor.

COMM 494 SPECIAL TOPICS IN COMMUNICATION STUDIES (3)

Selected topics in Communication Studies will be examined. The course may be repeated as topics vary.

COMM 495 SENIOR PROJECT (2-3)

This seminar is a capstone course in which seniors produce an original research or creative project. The course 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.

COMM 496 RESEARCH EXPERIENCE (1-3)

The goal of the advanced Research Experience is to provide communication studies majors with an applied experience in the conduct of original academic research by assisting on a faculty-led scholarly project. The experience is designed to build expressly on the knowledge students gain in COMM 265 or a more advanced research methods courses. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. Prerequisite: COMM 265

COMM 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 communication. 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 Internship Director or go to 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.

COMM 499 INDEPENDENT STUDY (1-3)

Students interested in completing an independent research project with guidance from a faculty member may consider independent study. Students should consult a faculty member who has expertise in their interest area and be prepared to explain their intended project or research question(s). The student and instructor agree upon specific requirements. Registration is by consent of instructor and requires the completion of the independent study form.

Computer Science

John H. Glick, PhD, AREA COORDINATOR

Perla L. Myers, PhD, CHAIR

Dwight R. Bean, PhD

Diane Hoffoss, PhD

Eric P. Jiang, PhD

Simon G. M. Koo, PhD

Stacy Langton, PhD

Luby Liao, PhD

Jack W. Pope, PhD

Lukasz Pruski, PhD

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.

Major Requirements

1. Lower-division preparation for the major.

COMP 150	Computer Programming I (3)
COMP 151	Computer Programming II (3)
COMP 280	Introduction to Assembly Language (3)
COMP 285	Data Structures and Algorithms (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 (27 units)

a. Required courses:

COMP 300	Principles of Digital Hardware (4)
COMP 305	Object-Oriented Design and Programming (3)
COMP 310	Operating Systems (3)
COMP 370	Automata, Computability, and Formal Languages (3)
COMP 465W	Software Engineering (3)
COMP 495	Senior Project (2)

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 360	Programming Languages (3)
COMP 375	Networking (3)
COMP 380	Neural Networks (3)
COMP 480	Algorithms (3)
COMP 494	Special Topics (3)
COMP 499	Independent Study (1-3)

c. At least 15 of the Upper-Division Units in the major must be completed at USD.

d. It is highly recommended that computer science majors pursue a minor in a related field such as mathematics, physics, engineering, or business administration.

e. It is also recommended that computer science majors take one or more of the courses MATH 320 (Linear Algebra), MATH 350 (Probability), and 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:

- COMP 150 Computer Programming I (3)
- COMP 151 Computer Programming II (3)
- 12 additional units, at least 9 of which are in upper division courses, excluding COMP 498. One course at most from ELEC 310, 340, 410, and 450 can count toward these 12 units. COMP 300 and ELEC 310 cannot both apply toward the 12 units.

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:

- COMP 150 Computer Programming I (3)
- COMP 151 Computer Programming II (3)
- COMP 285 Data Structures and Algorithms (3)
- Nine additional units, at least 6 of which are in upper division courses chosen from:
 - the computer science offerings listed in this course catalog, excluding COMP 100 and COMP 498. COMP 345 is highly recommended
 - ITMG 350 – Management Information Systems.

Lower-Division Courses (COMP)**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.

COMP 150 COMPUTER PROGRAMMING I (3)

Algorithms and programming in a selected computer language; expressions, statements, basic data types; sequence, decision, iteration; functions and procedures; arrays; recursion; file input and output; loop invariants; syntax analysis; and program design, documentation, validation, and debugging. Prerequisite: MATH 115 or equivalent, or pass Level 2 mathematics placement exam. COMP 100 is not a prerequisite.

COMP 151 COMPUTER PROGRAMMING II (3)

Continuation of COMP 150. Basic data structures, including lists, stacks, queues, and binary trees; abstract data types; sorting and searching algorithms; exception handling; event driven programming; Prerequisite: COMP 150 or equivalent.

COMP 160 PROGRAMMING LANGUAGES (1-3)

Introduction to a particular high-level programming language such as C, C++, Python, Ruby, MATLAB, and Maple. 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.

COMP 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.

COMP 285 DATA STRUCTURES AND ALGORITHMS (3)

Data structures, algorithm analysis and general programming design and applications; balanced trees, hashing, priority queues, sets, and graphs; more on sorting and searching; Prerequisites: COMP 151 and MATH 160, or equivalent courses.

Upper-Division Courses (COMP)**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 280 and MATH 160, or consent of instructor.

COMP 305 OBJECT-ORIENTED DESIGN AND PROGRAMMING (3)

Classes, encapsulation, inheritance, polymorphism, class derivation, abstract classes, namespaces, function overloading and overriding, function name overload resolution, container classes, template classes; unified modeling language (UML); constructing conceptual models, system sequence diagrams; design patterns; case studies. Prerequisite: COMP 285 or equivalent.

COMP 310 OPERATING SYSTEMS (3)

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming. Prerequisites: COMP 285 and 300, or equivalent courses.

Recommended Program for Computer Science Students Beginning Study in Fall 2012 or Fall 2014

**Freshman Year
Semester I**

COMP 150 (3)
MATH 150 (4)
CC (9)

Semester II

COMP 151 (3)
MATH 151 (4)
CC (9)

**Sophomore Year
Semester I**

COMP 285 (3)
MATH 160 (3)
CC (9-12)

Semester II

COMP 305 (3)
CC (12-15)

**Junior Year
Semester I**

COMP 280 (3)
Upper-Division
COMP Elective (3)
CC and electives (9-12)

Semester II

COMP 300 (4)
Upper-Division
COMP Elective (3)
CC and electives (9-12)

**Senior Year
Semester I**

COMP 310 (3)
COMP 465W (3)
Upper-Division
COMP Elective (3)
CC and electives (6-9)

Semester II

COMP 370 (3)
COMP 495 (2)
CC and electives (9-12)

COMP 340 NUMERICAL ANALYSIS (3)

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; 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.

COMP 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 COMP 340. Cross-listed as MATH 341.

COMP 345 DATABASE MANAGEMENT SYSTEMS DESIGN (3)

Introduction to database concepts; data models; query facilities; and file organization and security. Prerequisite: COMP 285.

COMP 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 285 and MATH 151.

COMP 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 305 and MATH 151.

COMP 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 285; COMP 280 is recommended.

COMP 370 AUTOMATA, COMPUTABILITY, AND FORMAL LANGUAGES (3)

Finite state machines; formal grammars; computability and Turing machines. Prerequisites: COMP 285, or upper division mathematics course.

COMP 375 NETWORKING (3)

Introduction to the design and implementation of computer and communication networks. The focus is on the concepts and the fundamental design principles that have contributed to the global Internet's success. Topics covered will include MAC layer design (Ethernet/802.11), the TCP/IP protocol stack, routing algorithms, congestion control and reliability, and applications (HTTP, FTP, etc.) and advanced topics such as peer-to-peer networks and network simulation tools. Recent trends in networking such as multimedia networking, mobile/cellular networks and sensor networks will also be discussed. Prerequisite: COMP 151 or equivalent.

COMP 380 NEURAL NETWORKS (3)

A study of the fundamental concepts, architectures, learning algorithms and applications of various artificial neural networks, including perceptron, kohonen self organizing maps, learning vector quantization, backpropagation, and radial basis functions. Prerequisites: COMP 285 and MATH 151, or consent of instructor.

COMP 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 developing documentation for a large software project. Prerequisite: COMP 305.

Recommended Program for Computer Science Students Beginning Study in Fall 2013

**Freshman Year
Semester I**

COMP 150 (3)
MATH 150 (4)
CC (9)

Semester II

COMP 151 (3)
MATH 151 (4)
CC (9)

**Sophomore Year
Semester I**

COMP 280 (3)
COMP 285 (3)
MATH 160 (3)
CC (6-9)

Semester II

COMP 300 (4)
COMP 305 (3)
CC (9-12)

**Junior Year
Semester I**

COMP 310 (3)
Upper-Division COMP
Elective (3)
CC and electives (9-12)

Semester II

COMP 370 (3)
Upper-Division COMP
Elective (3)
CC and electives (9-12)

**Senior Year
Semester I**

COMP 465W (3)
Upper-Division COMP Elective (3)
CC and electives (12-15)

Semester II

COMP 495 (2)
CC and electives (12-15)

COMP 480 ALGORITHMS (3)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity. Prerequisites: COMP 285 and MATH 151.

COMP 494 SPECIAL TOPICS (3)

Topics of special interest chosen by the instructor. Prerequisites: COMP 305 and consent of the instructor. COMP 494 may be repeated for credit with a different topic.

COMP 495 SENIOR PROJECT (2)

The course involves participation in a capstone senior project of substantial interest to computer scientists. Emphasis is on the design and implementation of computer systems for real problems. A final written report and oral presentation in the presence of other students and faculty are required. Prerequisites: COMP 465W and senior standing.

COMP 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 three units.

COMP 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 three units.

English

Mary Hotz, RSCJ, PhD, CHAIR

Jericho Brown, PhD

Cynthia Caywood, PhD

Dennis M. Clausen, PhD

Halina Duraj, PhD

Carlton D. Floyd, PhD

Maura Giles-Watson, PhD

Joseph Jonghyun Jeon, PhD

Joseph McGowan, PhD

Gail Perez, PhD

Atreyee Phukan, PhD

Fred Miller Robinson, PhD

Abraham Stoll, PhD

Barton Thurber, PhD

Stefan Vander Elst, PhD

Irene Williams, PhD

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.

Major Requirements (39 units)

Students majoring in English must satisfy the core curriculum requirements as set forth in this course catalog 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 (six units) chosen from:

ENGL 223 Studies in Genre (3)
ENGL 224 Studies in Literary Traditions (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 (three units) chosen from:

ENGL 223 Studies in Genre (3)
ENGL 224 Studies in Literary Traditions (3)
ENGL 225 Studies in U.S. Literature (3)
ENGL 228 Studies in World Literature (3)

Upper Division (9 units)

ENGL 300 British Literature to 1800 (3)
Two upper division elective courses (6 units)

The Emphasis in Creative Writing

The creative writing emphasis in poetry or fiction builds upon the foundation established in ENGL 375, Introduction to Creative Writing, and prepares students for courses in the genre they choose to explore. More specifically, the creative writing courses help students realize the daily

discipline, diligence, and concentrated attention required of the serious fiction writer and poet. They promote writing as an art, craft, and ultimately a vocation—one not to be entered into lightly. All students who continue from the introductory to intermediate and advanced levels also become more discerning readers.

Emphasis Requirements (12 units)

ENGL 375 Introduction to Creative Writing (3)
ENGL 381 Intermediate Poetry Writing (3) OR
ENGL 382 Intermediate Fiction Writing (3)
ENGL 391 Advanced Poetry Writing (3) OR
ENGL 392 Advanced Fiction Writing (3)

One "crossover" course in a genre other than the student's specified genre, from the following choices*:

ENGL 376 Topics in Creative Writing: Screenwriting (enrollment by consent of instructor) (3)
ENGL 381 Intermediate Poetry Writing (3)
ENGL 382 Intermediate Fiction Writing (3)
ENGL 494 Writing Autobiography (3)
ENGL 494/ THEA 365W Playwriting (3)

*Other upper division creative writing courses students wish to substitute for their "crossover" course must be approved by the program director and English department chair.

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.

ENGL 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.

ENGL 121 COMPOSITION AND LITERATURE (3)

Fulfills the core curriculum requirement in lower-division written literacy, and should be taken within the first four semesters. 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 225 STUDIES IN U.S. LITERATURE (3)

Readings in some period or aspect of the literature of the United States. Every semester.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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 one to three units of upper- or lower-division credit. Every semester.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 324 RENAISSANCE DRAMA (3)

Studies in the English drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

ENGL 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.

ENGL 328 MILTON (3)

Studies in the poetry and prose of John Milton, with emphasis on *Paradise Lost*.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 348 NINETEENTH-CENTURY NOVEL (3)

Readings in Austen, Dickens, the Brontës, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period.

ENGL 352 U.S. LITERATURE TO 1900 (3)

Readings will include works by Bradstreet, Hawthorne, Cooper, Poe, Twain, Dickinson, James, Whitman, Melville, and others.

ENGL 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.

ENGL 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.

ENGL 357 MODERN U.S. NONFICTION (3)

Essays, autobiographies, and miscellaneous U.S. prose since 1850. May include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, Baldwin, Lorde, Rich, or others.

ENGL 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.

ENGL 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

W Courses

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.)

Recommended Program of Study

Fulfill the Lower-Division Requirements in your 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 ENGL 495.

by Wharton, Stein, Hemingway, Faulkner, Fitzgerald, Wright, Morrison, or others.

ENGL 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, or others.

ENGL 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, or others.

ENGL 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.

ENGL 366 MODERN EUROPEAN LITERATURE (3)

Readings may include works (in translation) by Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, or others.

ENGL 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, or others.

ENGL 370 CONTEMPORARY FICTION (3)

Studies in selected works of recent fiction from around the world.

ENGL 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, and the history of film. Restricted to English majors.

ENGL 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.

ENGL 375 INTRODUCTION TO CREATIVE WRITING (3)

A workshop on imaginative writing, with examples drawn from literature.

ENGL 376 TOPICS IN CREATIVE WRITING (3)

Workshop discussion and analysis of student poetry, fiction, or drama (including screenwriting). Prerequisite: ENGL 375, or consent of instructor.

ENGL 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).

ENGL 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.

ENGL 381 INTERMEDIATE POETRY WRITING (3)

Workshop in poetry writing with examples drawn from literature. Prerequisite: Consent of Instructor.

ENGL 382 INTERMEDIATE FICTION WRITING (3)

Workshop in fiction writing, especially the short story, with examples drawn from literature. Prerequisite: Consent of Instructor.

ENGL 391 ADVANCED POETRY WRITING (3)

Investigates and hones the craft of poetry. Prerequisite: ENGL 381.

ENGL 392 ADVANCED FICTION WRITING (3)

Workshop to discuss recently published short fiction and students' stories. Prerequisite: ENGL 391.

Upper-Division Historical Distribution

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.

Upper-Division Electives

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, 381, 382, 391, 392, 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.

ENGL 420 ADVANCED STUDIES IN SHAKESPEARE (3)

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Spring semester. Prerequisite: ENGL 280 or consent of instructor.

ENGL 493 WRITING CENTER TUTORS (1-3)

Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

ENGL 494 SPECIAL TOPICS (3)

Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

ENGL 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.

ENGL 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 one to three 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.

ENGL 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, PhD, CHAIR

Elizabeth D. Baker Treloar, MS

Hugh I. Ellis, PhD

Sarah C. Gray, PhD

Ronald S. Kaufmann, PhD

Mary Sue Lowery, PhD

Bethany O'Shea, PhD

Nathalie B. Reyns, PhD

Steven P. Searcy, PhD

Drew M. Talley, PhD

Zhi-Yong Yin, PhD

The Environmental Studies Major

The environmental studies major is offered by the Marine Science and Environmental Studies Department and is designed as an interdisciplinary approach studying environmental issues from the natural sciences, social sciences and humanities perspectives. This major is intended to provide students with a background in the natural sciences balanced by breadth in the social sciences and humanities most directly connected to environmental issues facing the world today. Students majoring in environmental studies will be well prepared to pursue graduate studies in environmental policy, resource management, environmental science, law or any area in the rapidly developing industries related to environmental sustainability.

The environmental studies major offers a curriculum that includes preparatory courses in the natural and social sciences designed to prepare students for both the core upper division environmental science classes and the suite of electives they will take as part of the major. Several of the courses in the preparation for the major satisfy core curriculum requirements. Students must complete a capstone experience that consists of at least two units of practical experience followed by Senior Seminar where students formally share the results of their work. Certain courses offered through field programs (like the School for Field Studies) or study abroad programs may satisfy some requirements of the major.

Preparation for the Major

Lower Division

Lower-Division Courses required of environmental studies majors include:

Take either:

ENVI 112 (= BIOL 112)

Ecology and Environmental Biology (3) OR

ENVI 121 Life in the Ocean (4)

Take either:

ENVI 109 Introduction to Physical Geography (4) OR

ENVI 110 Introduction to Earth Systems (4) OR

ENVI 104 Natural Disasters (3) and ENVI 104L
–Natural Disasters Laboratory (1)

MATH 120 Introduction to Statistics (3)

CHEM 151 General Chemistry with lab (4)
& 151L

ECON 101 Principles of Microeconomics (3)

ECON 102 Principles of Macroeconomics (3)

POLS 125 American Politics OR

POLS 175 International Relations (3)

SOCI 218D Contemporary Social Issues: Community,
Urbanization and Culture (3)

Total Preparation Units: 26-27

Note: Some of the preparatory courses may have additional prerequisites.

Major Requirements

The major is made up of core environmental studies and marine science courses that are required and a selection of three additional elective courses that must include at least one science course with lab and at least one non-science course. These requirements are designed to emphasize the scientific basis of environmental topics while still providing options for students who want to emphasize the natural or social sciences at the upper division level. Students will complete a total of 32-34 units of upper division credit.

Upper-Division Environmental Studies Core

23 units of upper division courses in environmental Studies and/or marine science

ENVI 300 Environmental Issues (3)

ENVI 305 Environmental Assessment Practices (3)

PHIL 338 Environmental Ethics (3) OR

PHIL 344 Environmental Justice (3)

ENVI 314 Introduction to Maps & Spatial Data
Analysis (3) OR

ENVI 313 Geospatial Information Systems for
Organizations (3)

ENVI 331W Coastal Environment Science (4)

ENVI 485 Environmental Geology (4) OR

ENVI 487 Surface Water Hydrology (4) OR

MARS 473 Climatology (4) OR

MARS 474 History of Earth and Climate (3) AND

MARS 474L History of Earth and Climate Laboratory (1)

Capstone Experience — at least two units of practical experience in ENVI 496, 498, 499, or an equivalent course and ENVI 495, Senior Seminar (1) for a total of three units

Note: Practical experience units must be completed at least one semester before taking ENVI 495.

A maximum of three units in addition to capstone requirements of ENVI 496, 497, 498 and 499 may be used in any combination to satisfy course requirements of the major.

9-11 units consisting of three upper division courses, at least one science with lab and at least one non-science

Science

ENVI 315 Geographic Information Systems (3)

ENVI 355 Environmental Chemistry (3)

ENVI 420 Introduction to Remote Sensing (4)

ENVI 485 Environmental Geology (4)

ENVI 487 Surface Water Hydrology (4)

MARS 427 Marine Environment (3)

MARS 473 Climatology (4)

MARS 474 History of Earth and Climate (3)

WITH OR WITHOUT

MARS 474L History of Earth and Climate Laboratory (1)

Non- Science

ECON 308 Environmental and Natural Resource
Economics (3)

HIST 370 American Environmental History (3)

POLS 329 Law of the Sea (3)

POLS 342D Urban Politics (3)

POLS 349 Politics and the Environment (3)

SOCI 362 Social Change: Global Perspectives (3)

SOCI 400 Urban Planning (3)

SOCI 455 Cities in Global Context (3)

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 coursework in subjects that will help a student work in fields related to sustainability, environmental policy or management. This minor requires a consultation with an 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 112 (= BIOL 112)

Ecology and Environmental Biology (3) OR

ENVI 121 Life in the Ocean (4)

Take either:

ENVI 104/104L

Natural Disasters (4) OR

ENVI 110 Introduction to Physical Geography and Earth Systems (4) OR

MARS 220 Introduction to Physical Oceanography (4)

Upper Division

ENVI 300 Environmental Issues (3)

Prerequisites for ENVI 300 are ENVI 104/104L or ENVI 109 or ENVI 110 and ENVI 121 or ENVI 112 (= BIOL 112) 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 314 Introduction to Maps and Spatial Data Analysis (3)

ENVI 315 Geographic Information Systems (3)

ENVI 331W Coastal Environmental Science (4)

ENVI 355 Environmental Chemistry (3)

ENVI 420 Introduction to Remote Sensing (4)

ENVI 485 Environmental Geology (4)

ENVI 487 Surface Water Hydrology (4)

MARS 427 Marine Environment (3)

MARS 473 Climatology (4)

MARS 474 History of the Earth and Climate (3)
WITH OR WITHOUT

MARS 474L History of the Earth and Climate
Laboratory (1)

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 338 Environmental Ethics (3)

PHIL 344 Environmental Justice (3)

POLS 329 Law of the Sea (3)

POLS 342D Urban Politics (3)

POLS 349 Politics and the Environment (3)

SOCI 362 Social Change: Global Perspectives (3)

SOCI 400 Urban Planning (3)

SOCI 455 Cities in Global Context (3)

Environmental Studies Courses (ENVI)

ENVI 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.

ENVI 104L NATURAL DISASTERS LAB (1)

This laboratory course will introduce students to skills and methods used to study natural disasters. Students will learn to identify rocks and minerals, employ map skills to study faults, volcanoes, coastal erosion, flooding, and other natural hazards, and interpret meteorological data. Natural hazards in San Diego will be examined through local field trips. ENVI 104L will fulfill the core curriculum requirement for a physical science laboratory. Prerequisite: concurrent registration in ENVI 104 or consent of instructor.

ENVI 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 hours of lecture 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.

ENVI 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 hours of lecture and one laboratory per week and some field experience, which may include an overnight trip. Every semester.

ENVI 112 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. Two lectures per week and one laboratory every other week. Laboratory 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. Cross-listed as BIOL 112. Every semester.

ENVI 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 hours of lecture and one laboratory per week. Every semester.

ENVI 170 THE SCIENCE OF CLIMATE CHANGE (3)

An introduction to the earth's climate system and the science of climate change. The course will first cover the following topics: introduction to earth-system science and the components of the climate system; atmospheric composition, energy balance, and circulation; the hydrologic cycle; methods to collect climate data; natural climate change in the geologic past and 20th century warming. With this foundation students will examine the scientific basis of anthropogenic global warming and the potential impacts of future climate change. This course may include a field trip outside of class time. This course will satisfy the core curriculum requirement for physical science without lab.

ENVI 294 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (2-4)

Topics of special interest and/or unique opportunity at the Lower-Division Level. Prerequisites: Dependent on topic or consent of the instructor.

ENVI 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 per week. Fall semester. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and ENVI 121 or ENVI 112 (= BIOL 112) or BIOL 190, or consent of instructor.

ENVI 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. Three hours of lecture per week. Fall semester. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and ENVI 112 or ENVI 121 or BIOL 190.

ENVI 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 or higher.

ENVI 313 GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS (3)

An introduction to geographic, or geospatial, information systems (GIS) applied to business/organizational decision-making applications. The course includes conceptual knowledge that underlies the spatial dimensions of many decisions and hands-on use of desktop GIS software. Topics include concepts and techniques for managing, analyzing, visualizing, and disseminating spatial information. Application areas include entrepreneurship, marketing, real estate, planning, public safety, transportation, economic development, and international issues. Prerequisite: ITMG 100 or equivalent or permission of instructor.

ENVI 314 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 ArcGIS software. Two hours of lecture and one laboratory per week. Fall semester. Prerequisite: MATH 115 or higher.

ENVI 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 ArcGIS software. Two hours of lecture and one laboratory per week. Spring semester. Prerequisites: ENVI 313 OR ENVI 314 and MATH 115 or higher or consent of instructor.

ENVI 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 hours of lecture and one laboratory per week. Prerequisites: CHEM 151/151L and ENVI 121 or BIOL 221/221L.

ENVI 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 151/151L & 152/152L. Cross-listed as CHEM 355.

ENVI 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 per week. Cross-listed as BIOL 361.

ENVI 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 hours of lecture and one laboratory per week. Spring semester. Prerequisites: BIOL 190, 221/221L, 225/225L, and 300. Cross-listed as BIOL 364.

ENVI 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 hours of lecture and one laboratory per week and some field trips. Prerequisites: ENVI 312 or ENVI 313 or ENVI 314 and at least one course in physical science, or consent of instructor.

ENVI 485 ENVIRONMENTAL GEOLOGY (4)

This course focuses on the interaction between humans and the geologic environment. We will examine geologic processes responsible for forming a variety of Earth resources, such as ore deposits (e.g., copper minerals) and energy resources (e.g., fossil and nuclear fuels). Anthropogenic extraction, processing, and disposal of these resources, and their impact on the environment, will be investigated. Two Earth resources will be the subject of detailed study: groundwater and soils. An in-depth explanation of processes relating to both (e.g., groundwater flow, water quality, soil composition) will be developed, followed by an investigation of practices used in the monitoring and assessment of anthropogenic contamination of soil and groundwater. This course will help to prepare students for working in academia, government, or as an environmental consultant. Three hours of lecture and one laboratory per week. Some weekend field trips may be required. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and MATH 115 or higher; or consent of instructor.

ENVI 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 hours of lecture and one laboratory per week and some field trips. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and MATH 120, or consent of instructor.

ENVI 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.

ENVI 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. Prerequisites: Completion of two units of ENVI 496, 498, or an equivalent course. Every semester.

ENVI 496 RESEARCH (1-3)

Students develop and/or assist in research projects in various fields of environmental studies under the supervision of a faculty member in Marine Science and Environmental Studies. Prerequisite: Approval of the faculty research supervisor is required. Every semester.

ENVI 497 UNDERGRADUATE LABORATORY ASSISTANT (1)

Assist laboratory instructor in all aspects of an Environmental Studies laboratory. Prerequisite: consent of instructor. Pass/fail only. Every semester.

ENVI 498 INTERNSHIP (1-3)

Experience in the practical and experimental application of environmental studies. Students will be involved in projects conducted by agencies and institutions outside the university, such as state parks, government agencies, research facilities, or environmental 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. The department internship coordinator should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the instructor or the chair of Marine

Science and Environmental Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Pass/fail only. Every semester.

ENVI 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. Prerequisite: consent of the chair of marine science and environmental studies. Every semester.

Ethnic Studies

CORE FACULTY

Alberto López Pulido, PhD, CHAIR

May C. Fu, PhD

Michelle M. Jacob, PhD

Jesse Mills, PhD

Gail Perez, PhD

AFFILIATED FACULTY

Roy Brooks, JD, School of Law

Leeva Chung, PhD, Communications Studies

Bahar Davary, PhD, Theology and Religious Studies

Michelle Madsen Camacho, PhD, Sociology

Evelyn Diaz Cruz, MFA, Theatre Arts

Colin Fisher, PhD, History

Carlton Floyd, PhD, English

Judith Liu, PhD, Sociology

Alejandro Meter, PhD, Languages and Literatures

Atreyee Phukan, PhD, English

Thomas E. Reifer, PhD, Sociology

Sandra Sgoutas-Emch, PhD, Psychology

Leonora Simonovis, PhD, Languages and Literatures

The Ethnic Studies Major

Ethnic Studies is a vibrant, interdisciplinary program that allows students to study the historical, cultural, and social dynamics of race and ethnicity in the United States. The major addresses our shared national legacy of conquest, contact, and resistance through comparative and ethnic-specific lenses.

Our core courses thoroughly ground students in theoretical perspectives. Students are encouraged to develop their own areas of expertise, as they explore local and national communities of color. Through community service learning and internships, students are challenged to engage with issues of privilege, difference, inequality, social justice, and empowerment in an applied manner. Ethnic Studies is uniquely situated to provide students with cross-cultural competence, with an historical grounding in domestic

social justice issues, and with conflict resolution skills—all essential to civic life in an increasingly diverse nation and world. Our majors are well prepared for careers in law, education, business, social work, counseling, public health, politics, and graduate study in ethnic studies and related fields.

Preparation for the Major

9 units of lower-division courses:

ETHN 100D Introduction to Ethnic Studies (3)

Six units in lower-division electives:

ETHN 220D Introduction to African-American Studies (3)

ETHN 230D Introduction to American Indian Studies (3)

ETHN 240D Introduction to Chicano/Latino Studies (3)

ETHN 250D Introduction to Asian American Studies (3)

ETHN 294 Special Topics in Ethnic Studies (3)

Major Requirements

The major is interdisciplinary and requires 30 units of upper-division coursework. All students must take at least two courses from the Comparative Ethnic Studies core course area (360-369, or 460-469), and at least two courses from different ethnic-specific core course areas not covered at the Lower-Division Level. At least one 300-level course must be a “W” course, which should be completed at the beginning of upper division coursework, and one course must be a “C” or community service learning course.

Coursework will culminate in the capstone course, ETHN 497WC, a community-based research seminar. Additional courses generated each semester by the department may also be applicable.

The curriculum layout is as follows:

I. Core Course Areas

African American Studies

ETHN 321C African American Panethnicity (3)

ETHN 322 African American Civil Rights (3)

ETHN 323 African American Music and Culture (3)

American Indian Studies

ETHN 331 Gender in Native America (3)

ETHN 332 American Indian Health and Spirituality (3)

Chicano/Latino Studies

ETHN 343 Chicano/Latino Studies (3)

Asian American Studies

ETHN 355 Asian American Social Movements (3)

Comparative Ethnic Studies

ETHN 360 Race, Religion, and Social Justice (3)

ETHN 361 Immigration at the U.S.-Mexico Border: Ethnicity, Race and Gender (3)

ETHN 362 Ethnicity and Cinema (3)

ETHN 363 Race and U.S. Social Movements (3)

ETHN 364 Race, Class and Gender (3)

ETHN 365 U.S. Women of Color Theory and Activism (3)

ETHN 366 Race and Performance (3)

II. Capstone Course (3 units)

ETHN 497WC Senior Thesis (3)

The Ethnic Studies Minor

The Ethnic Studies minor is an 18-unit program, consisting of 6 Lower-Division Units and 12 Upper-Division Units, including the following:

1. ETHN 100D – Introduction to Ethnic Studies (3)

2. One of the following: ETHN 220D, ETHN 230D, ETHN 240D, or ETHN 250D (3)

3. Students must take a total of 12 units of elective coursework. Students must take at least one course that is comparative (ETHN 360-369, 460-469) and at least one with an ethnic-specific emphasis that is different from the course taken at the Lower-Division Level (requirement #2). One course must be a “C” community-based or community service-learning course.

Ethnic Studies Courses

ETHN 100D INTRODUCTION TO ETHNIC STUDIES (3)

A course that introduces students to the interdisciplinary field of Ethnic Studies. Using a comparative and historical perspective, students will 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.

ETHN 220D INTRODUCTION TO AFRICAN-AMERICAN STUDIES (3)

A survey course on the interdisciplinary field of African-American Studies. Students will learn basics of African-American history and culture in order to understand contemporary problems and conditions facing African-Americans.

ETHN 230D INTRODUCTION TO AMERICAN INDIAN STUDIES (3)

This course introduces students to the field of American Indian Studies. Students engage scholarly work, film, popular press texts, and attend community events to learn

about American Indian people and the current and historical forces that shape modern-day realities for American Indians.

ETHN 240D INTRODUCTION TO CHICANO/LATINO STUDIES (3)

This course is an introductory survey of the field of Chicano/Latino Studies. Emphasis is placed on the historical development of the Chicano/Latino people including their Mesoamerican roots, cultural identification, political activities, and their contemporary roles and influence in United States culture, society and economy.

ETHN 250D INTRODUCTION TO ASIAN AMERICAN STUDIES (3)

A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, racial formation, and cultural production.

ETHN 294 SPECIAL TOPICS IN ETHNIC STUDIES (3)

An in-depth analysis of selected contemporary and special topics in ethnic studies at the lower-division 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)

ETHN 321C AFRICAN AMERICAN PANETHNICITY (3)

Panethnicity in the United States is the process in which people from varying cultural backgrounds and diverse ethnicities come to occupy larger-scale group identities based on racial classification. African-American communities and identities have historically been panethnic, comprised of individuals from various ethnic groups and migration histories complete with different languages, traditions, religions, and cultures. This course examines the intra-racial dynamics of African-American panethnic communities and identities in theoretical, historical, and community-based terms. Special emphasis will be given to engagement with community members around USD through guest speakers and involvement in community events.

ETHN 322 AFRICAN AMERICAN CIVIL RIGHTS (3)

This course examines African-American perspectives on civil rights in the United States foregrounding local, national, and international American cultural politics, race dynamics, and power. Utilizing interdisciplinary approaches of literature, political science, sociology, and history, we will survey the twentieth century Golden Age of civil rights and examine the state of African-American social justice activism today.

ETHN 323 AFRICAN AMERICAN MUSIC AND CULTURE (3)

This course provides a historically grounded investigation of African-American music and culture with specific emphasis on the United States and African Diaspora in the Americas. Topics of study may include an overview of the study of African-American music; problems in defining, theorizing, and talking about black music; black music and the cultural politics of race, class, and gender; and exploration of the various musical genres and styles (i.e. spirituals, gospel, blues, "art" music, jazz, and hip hop) that impact other aspects of African-American expressive culture — art, religion/spirituality, aesthetics, and worldview.

ETHN 331 GENDER IN NATIVE AMERICA (3)

This course examines gender as a social institution and its implications at both the micro (personal) and macro (societal) levels. Social, political, and historical implications for the intersections of racialized, classed, and gendered identities will be critiqued. Special attention will be paid to gender and traditional indigenous cultures and how gender relations and formations change within a colonial (historic and contemporary) U.S. context.

ETHN 332 AMERICAN INDIAN HEALTH AND SPIRITUALITY (3)

This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of sound wound are especially important analytical tools. Students in this course will ask and answer the following question: how do culture, history, and social problems influence one's health and spirituality? Students will study the influence of the social institutions of education, religion, and the economy as indigenous peoples continue to shape the meaning of wellness in their lives. Varying traditions of healing will be examined, including the role of sacred foods in healing processes.

ETHN 343 CHICANO/LATINO STUDIES (3)

This is a survey course of the Chicano/Latino experience(s) in the United States. It examines how racial and ethnic identity is shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform cultures and communities.

ETHN 355 ASIAN AMERICAN SOCIAL MOVEMENTS (3)

This course examines Asian American social movements from the 19th century to the present. Students will learn about the theories and practices that shaped Asian American activism and community organizing.

ETHN 360 RACE, RELIGION AND SOCIAL JUSTICE (3)

This course examines the relationship between issues of social justice, race, and the role of religion (the sacred) in guiding us toward a more just and humane society.

ETHN 361 IMMIGRATION AT THE U.S.-MEXICO BORDER: ETHNICITY, RACE AND GENDER (3)

In this course we will look at the United States-Mexico border as a scenario for emerging and contested ethnic, racial and gender identities. Drawing on the experiences of the distinct ethnic and racial groups that came to inhabit the area -- namely Native Americans, Spaniards, Mexicans, Anglo Americans, African-Americans and Asians.

ETHN 362 ETHNICITY AND CINEMA (3)

This course uses a comparative, analytical, and critical approach to the study of ethnicity and to the relationship between cinematic representations and the experiences of racialized communities. The course includes examination of multiple dimensions of media stereotypes, film history and theory, and the ways filmmakers of various ethnic and national backgrounds respond to and through mainstream cinemas. Students to engage in film analysis that is informed by an understanding of the politics of representation and the historically situated conditions of cinematic production.

ETHN 363 RACE AND U.S. SOCIAL MOVEMENTS (3)

This course examines the relationship between race and social movements in the United States. Students will learn about how communities of color have organized grassroots movements for social, economic, and political equity.

ETHN 364 RACE, CLASS, AND GENDER (3)

This course examines the intersectionality of race, class, gender, and sexuality. Students will learn how communities of color are structured by these categories of difference and how they have generated expansive identities, cultures, and epistemologies from them.

ETHN 365 U.S. WOMEN OF COLOR THEORY AND ACTIVISM (3)

This interdisciplinary course traces the development of US Women of Color feminist theory and its impact on contemporary grassroots activism and social movements.

ETHN 366 RACE AND PERFORMANCE (3)

This course provides grounding in performance theory and comparative ethnic studies. Performance analysis offers a powerful interpretive framework for engaging the social construction, fluidity, and hybridity of identities, and the tactics and strategies of social change. Students will develop skills in decoding meanings produced by racialized bodies and acts in staged contexts, as well as the construction of race and identity through "performances" in everyday life.

ETHN 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)

ETHN 497WC SENIOR THESIS (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.

ETHN 499 INDEPENDENT STUDY (1-3)

Individual study and written research. Prerequisites: Consent of instructor and program director.

History

Kenneth P. Serbin, PhD, CHAIR

Thomas Barton, PhD

Iris H. W. Engstrand, PhD

Colin Fisher, PhD

Michael Gonzalez, PhD

James Gump, PhD

Sarah Levin-Richardson, PhD

Molly McClain, PhD

Clara Oberle, PhD

Kathryn Statler, PhD

Yi Sun, PhD

The History Major

Explore the past, understand the present, and plan for the future. The history department is dedicated to excellent teaching and award-winning research. Students learn to work with original sources and to think and write critically about a wide variety of historical problems. The faculty offer classes in American, European, Latin American, Middle Eastern, African, Asian, ancient, modern, and world history, as well as topical courses.

Preparation for the History Major: Lower-Division Requirements

History majors are required to take 12 units of lower-division coursework. Students must choose one of the following lower-division American history classes (3 units): HIST 117, 118, 120, 125D, and 126D. They also must select two of the following lower-division world history classes (6 units): HIST 102, 103, 108, 109, 110, 116, 130, 140, 170, and 171. All majors must complete HIST 200 during the sophomore year.

History Major: Upper-Division Requirements

In addition, majors must finish 25 units of upper division coursework, including HIST 490 (one unit) and HIST 495W, to be taken consecutively during the senior year. In the major, students must also complete 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 three-unit internship at one of the many museums and historical societies located in San Diego.

The History Minor

History minors are required to fulfill 6 units of lower-division classes and 12 units of upper division courses selected in consultation with a faculty advisor in History.

Note: For graduate courses in History, or a Master of Arts in Teaching (MAT), see the current Graduate Catalog.

Lower-Division Courses (HIST)

HIST 102 THE ANCIENT WORLD (3)

This course explores the emergence and development of civilization in Asia and the Mediterranean world from the first appearance of cities around 3000 B.C. to the triumph of Christianity in the Roman Empire in the fourth century A.D. We will examine how ancient ideas, empires, social structures, art, literature, and religious beliefs emerged in response to the challenges that confronted ancient people as their world expanded and changed. Topics include empire, spirituality, gender roles, barbarians, slavery, democracy, warfare, diplomacy, and inter-regional trade and contact.

HIST 103 THE MEDIEVAL WORLD (3)

This course explores the tensions and transformations in European society between A.D. 300 and 1500, as well as points of contact between medieval societies within Europe itself, across the Mediterranean, and beyond. Topics include the Fall of the Roman Empire, Byzantium, the rise of Islam, Vikings, Mongols, social crisis and disorder, plague, the Norman Conquest of England, the Crusades, troubadours, saints, the medieval Papacy, medieval Christianity and its heresies, monasticism, the revival of classical learning, and voyages of exploration and discovery.

HIST 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-15th

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.

HIST 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.

HIST 110 WORLD HISTORY TOPICS (3)

This course focuses on a particular topic in world history.

HIST 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 burdened 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)

HIST 117 U.S. HISTORY TO 1877 (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.

HIST 118 U.S. HISTORY, 1877 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 increasingly 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.

HIST 120 U.S. HISTORY TOPICS (3)

This course focuses on a particular topic in U.S. History.

HIST 125D 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.

HIST 126D 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.

HIST 130 INTRODUCTION TO EAST ASIA (3)

This course covers essential aspects of East Asian cultures and societies from a historical perspective, with a primary focus on China and Japan. It also analyzes the causes and consequences of the East-West contacts and conflicts, highlighting major events such as the Opium War, the U.S. opening of Japan, WWII in Asia, the Korean War, the Cold War as well as the current economic and cultural relations between East Asian countries and the United States. 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)

HIST 140 MODERN EUROPE (3)

This class explores the intellectual, social, and political changes that shaped the development of Europe from 1780 to the present. The course pays particular attention to the impact of Enlightenment ideas and questions of social justice. Topics include the French and the Industrial Revolutions; nationalism and the emergence of nation states; the rise of Marxism; high imperialism; the two world wars; totalitarian governments of the 20th century; comparative histories of everyday life; and European integration.

HIST 170 WORLD HISTORY I (3)

This course focuses on major themes in the history of humanity from 100,000 B.C. to A.D. 1500. It considers the evolution of the human species, the formation of hunter-gatherer societies, and the rise of great civilizations. It looks at how authority was manifested in architecture, government, writing, religion, philosophy, arts, science, and technology. A comparative approach will illuminate how world cultures differ, what they share, how they are differentiated, and what they exchange in the making of the modern world. The emphasis is on non-Western peoples.

HIST 171 WORLD HISTORY II (3)

This course engages 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. Students will explore developments in Africa, Asia, the Americas, and Europe; consider the rise of the West after 1750; investigate the origins and outcomes of world war, revolution, and genocide in the 20th century; trace the disintegration of western empires after World War II; and ponder the global challenges of the post-Cold War era.

HIST 200 HISTORIANS' METHODS (3)

This course, offered each semester, is required for all students who wish to be History majors and should be taken their sophomore year. The class will prepare students to be History majors. They will learn how to conduct historical research and be exposed to the various fields and schools of thought that will comprise the discipline of History. As part of their training as scholars, the students will learn how to write a 10-12-page research paper due at the end of the semester.

HIST 210 TOPICS IN HISTORY, LITERATURE, AND FILM (3)

This course offers students the opportunity to evaluate literature and film as historical evidence, to understand cultural and social contexts of a given era or society, and/or to make arguments about the interpretation of important historical events. Topics may include "The American Western," "World War I and World War II through Literature and Film," "Latin America Through Film," and "Modern China in Film," among others.

HIST 220 TOPICS IN WAR & PEACE IN HISTORICAL PERSPECTIVE (3)

This course offers students an in-depth look at the underlying causes of war, revolution, terrorism, and genocide in modern world history. Students think critically about justice and human rights, nonviolence, military necessity, and the value of political community. Topics may include "The Origins of Terrorism in the Modern World" and "The Vietnam War," among others.

HIST 230 TOPICS IN THE HISTORY OF CULTURE AND IDENTITY (3)

This course looks at the way in which race, gender, nationality, language, religious belief, and/or aesthetic values have shaped societies and peoples in the past. Topics may include "Magic in the Middle Ages," "History of American Food," and "Victorian Women," among others.

HIST 240 TOPICS IN URBAN HISTORY (3)

In this course, students study individual cities at unique moments in their historical development. Themes include the impact of the built environment on human experience, architecture as an expression of power, and the relationship between physical space and the development of community. Topics may include "Fin de Siècle Vienna" and "History of the American City," among others.

HIST 250 TOPICS IN COMPARATIVE HISTORY (3)

This course will offer a comparative perspective on a significant historical topic, which will assist students in clarifying what is and what is not unique to a particular historical experience. Special emphasis will be given to critiquing the notion of American "exceptionalism." Topics

may include "Comparative Frontiers," "The Ghost Dance in Comparative Perspective," "Comparative Imperialism," and "Women under Communism."

HIST 260 TOPICS IN THE HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE (3)

This course will explore the various facets of the development of technology ranging from tool making among hunter-gatherers to the biotechnological revolution of the 21st century. Students will examine ongoing processes of human innovation and their impact on the individual and society. Topics may include "Science, Technology, and Medicine in the Pre-Modern Era," "The Industrial Revolutions," "History of the Brain," and "The Biotechnological Revolution."

HIST 280 GREAT MOMENTS IN TIME (3)

In this course, students play elaborate games set at moments of great historical change and/or controversy, using texts drawn from the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. These games, part of the award-winning pedagogy "Reacting to the Past," draw students into history, promote engagement with big ideas, and improve intellectual and academic skills. Students play two to three games over the course of the semester, selected from "The Threshold of Democracy: Athens in 403 B.C.," "Confucianism and the Wanli Emperor, 1587," "Patriots, Loyalists, and Revolution in New York City, 1775-76," "Charles Darwin and the Rise of Naturalism," "Art in Paris, 1888-89," and "Greenwich Village, 1913: Suffrage, Labor, and the New Woman," among others.

Upper-Division Courses (HIST)**HIST 300W HISTORIANS' 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 semester. (Important note: Only members of the class of 2013 or prior years should take this course. It will be phased out after the 2012-2013 academic year.)

HIST 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.

HIST 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.

HIST 311 GREEK CIVILIZATION (3)

This course explores the emergence and development of Greek civilization from the time of the Minoans and Mycenaeans to the Roman conquest of Greece. Students use the works of ancient Greek poets, historians, and thinkers together with art and archaeology to investigate Greek culture and society, as well as the origins and development of democracy, drama, and philosophy. Topics include the roles of women and slaves, Greek religion, colonization and resistance on Greece's borders, and the use of art as political propaganda.

HIST 312 ROMAN CIVILIZATION (3)

This class explores the emergence and development of Roman civilization from the foundation of the city of Rome to the legalization of Christian worship under the emperor Constantine. Students use the works of ancient Roman poets, historians, and thinkers together with art and archaeology to investigate Roman culture and society, as well as the origin and development of republican government, imperialism, technological innovations, and literary and visual arts. Topics include the roles of women and slaves, Roman religion, imperialism and resistance on Rome's borders, and the use of art as political propaganda.

HIST 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.

HIST 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.

HIST 323 MEDIEVAL WOMEN (3)

This course will examine the lives of women during the Middle Ages, ca. 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 that, arguably, continue to shape attitudes toward 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.

HIST 324 CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN (3)

This course focuses on the society and culture of the pre-modern Iberian Peninsula with an emphasis on the conflict, coexistence, and diversity of interaction of its three religious groups: Christians, Jews, and Muslims. We will consider the territorial struggle between Christian and Muslim-ruled regimes over the course of many centuries, the environments of pre- and post-conquest societies and the frontier that separated them, and the ability of minority (and majority) religious groups to maintain themselves in these changing socio-religious contexts.

HIST 331 RENAISSANCE EUROPE (3)

This course explores the origins and consequences of the rediscovery of Europe's classical heritage in Italy and the broader continent between the 14th and 16th centuries. Topics include continuities and discontinuities with medieval traditions, politics and political theory, civic and philosophical humanism, court culture, and art and architecture.

HIST 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.

HIST 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.

HIST 341 WORLD WAR II (3)

This course examines the origins of World War II, the economic and political challenges to interwar societies, the rise of the dictators, the experience of war and occupation, the holocaust, and the military struggle that led to millions of deaths and gave birth to the United Nations. Special topics include the Experience of Collaboration and Resistance in Europe, Civilians during World War II, the role of various professions, youth, and women during World War II.

HIST 342 BIRTH OF TWO NATIONS: FRANCE AND INDIA (3)

This course explores the birth of the modern nation state through the use of interactive role-playing games. Students “become” French revolutionaries inspired by Jean-Jacques Rousseau in “Rousseau, Burke, and Revolution in France, 1791.” They adopt the roles of Hindus and Muslims seeking to wrest political control away from the British Empire in “India on the Eve of Independence, 1945.” Students develop a deep understanding of nation building in France and India; they also explore how class conflict, religious divisions, and ethnic tensions contribute to the birth of nations.

HIST 343 GERMANY SINCE 1945 (3)

This course on postwar German history examines the two Germanies, one communist, one capitalist through topics such as the different approaches to the legacy of National Socialism, challenges of reconstruction, and responses to Americanization and Sovietization in politics, art, and mass culture. A focus will be everyday life in East and West Germany. Further topics include opposition, from 1968 student movements to the terrorism of the 1970s and the peace movements of the 1980s, as well as the fall of the Berlin Wall and unification.

HIST 344 EASTERN EUROPE SINCE 1815 (3)

This course provides a historical overview of the lands, peoples, cultures, and states of Eastern Europe from 1815 to the present. Topics include the Habsburg Empire and a range of different groups in its multi-ethnic society during the rise of nationalism, industrialism, and popular politics; World War I, interwar experiments with democracy and authoritarianism; the experience of World War II; postwar communism in East and East Central Europe; everyday life, official and underground culture, as well as the velvet revolutions and fall of the Iron Curtain.

HIST 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.

HIST 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.

HIST 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.

HIST 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 Fifth 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.

HIST 349 THE VIETNAM WARS (3)

This course examines the nature and consequences of the wars fought in and around Vietnam since the 1940s, with particular attention paid to the long period of direct American involvement (1964-1973). These events will be considered in relation to Vietnam's history, American politics and society, the nature of war itself, and the legacy of the war and its meaning in American and Vietnamese memory today. This course emphasizes the contrasting viewpoints on the Vietnam Wars — we will be exploring views from Northern and Southern Vietnamese, French and American soldiers, anti-war protestors, government officials, and ordinary citizens caught in the war. Students will discuss the various perspectives, forming their own conclusions about how and why the United States became involved in the war.

HIST 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.

HIST 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.

HIST 353 SPAIN TO 1820 (3)

This course covers Spain's pre-history beginning with the Caves of Altamira and continuing through discovery and expansion in the New World. It examines artistic and architectural legacy of both the Roman and Muslim occupation of Spain. It also looks at the expulsion of Jews and Muslims during the Reconquest, the unification of Spain under Fernando and Isabel; the Spanish empire in the Americas, the rise and fall of the Hapsburg empire, and the transition to the Bourbon monarchy during the 18th century.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 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; redemocratization in the 1980s and 1990s; and democratic consolidation and contemporary challenges in the 21st century.

HIST 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, Latin America through film, 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.

HIST 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, Brazil as a new economic giant, and gender and environmental issues.

HIST 364 TOPICS IN ASIAN HISTORY (3)

An in-depth look at special themes and issues in the history of Asia, including such topics as Chinese History Through Film, Asian Women and Popular Culture, and a Study-Abroad course China: A History Journey. This course may be repeated for credit when topics change.

HIST 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, the various political, social and economic campaigns during the Maoist era as well as the progress and problems in the period of modernization.

HIST 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-World War II period, as well as its contemporary social and cultural developments.

HIST 367 WOMEN IN EAST ASIA (3)

This course examines the historical experiences of women in East Asian societies, with an emphasis on women in China and Japan. It discusses their traditional practices of foot-binding and samurai rituals within broader historical contexts, studies their involvements in wars and revolutions, and analyzes their role in shaping the contemporary culture as well as their dynamics and dilemmas in the process of economic modernization. The class also seeks to dissect the intricate connections between the various isms, such as Confucianism, nationalism, militarism, communism and commercialism, and women's lives in East Asia.

HIST 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.

HIST 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.

HIST 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.

HIST 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.

HIST 372 U.S.-EAST ASIA RELATIONS (3)

This course explores the development of relations between the United States and East Asian countries (primarily China, Japan and Korea) since the mid-19th century. It examines the economic, social, cultural, and political forces on both sides of the Pacific 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.

HIST 373 ARMED CONFLICT IN AMERICAN SOCIETY (3)

This course explores armed conflict and its effects on U.S. society by examining the nature, course, and consequences of wars the United States has fought from the American Revolution to the present. Three themes are emphasized: the effects of war on the individual, the intended and unintended consequences of armed conflict both at home and abroad, and the changing nature of warfare, of the U.S. armed forces, and of the United States itself.

HIST 374 CIVIL WAR AND RECONSTRUCTION (3)

History of the United States from 1846 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.

HIST 375 TOPICS IN MODERN AMERICAN HISTORY (3)

Topics may include the Progressive Era, World War I, Great Depression, New Deal, World War II, U.S.-Latin American

Relations, the Cold War, 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.

HIST 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.

HIST 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 World War I through World War II, culminating in the emergence of the United States as a superpower; the Soviet-American confrontation following World War II 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.

HIST 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.

HIST 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.

HIST 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; World War II 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.

HIST 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.

HIST 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.

HIST 383 CHICANO HISTORY (3)

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the

Recommended Program of Study, History

**Freshman Year
Semester I**

Preceptorial (3)
Lower Division HIST (3)
CC or electives (9-10)

Semester II

Lower Division HIST (3)
CC or electives (12-13)

**Sophomore Year
Semester I**

HIST 200
Lower Division HIST (3)
CC or electives (12-13)

Semester II

Lower Division HIST (3)
CC or electives (12-13)

**Junior Year
Semester I**

Upper-Division HIST (3)
CC or electives (9-10)

Semester II

Upper-Division HIST (6)
CC or electives (9-10)

**Senior Year
Semester I**

HIST 490 (1)
Upper-Division HIST (6)
CC or electives (9)

Semester II

HIST 495W (3)
Upper division HIST (6)
Electives (9)

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 workers' 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.

HIST 384 HISTORY OF MEXICO (3)

A history of Mexico from earliest times to modern Mexico. Includes a survey of indigenous civilizations; Spanish conquest and influences; the Mexican-American War of 1846; the dictatorship of Porfirio Diaz; the era of the Mexican Revolution; political development since the 1920s; the rise of the Institutional Revolutionary Party; democratization starting in 1988; and U.S.-Mexico relations.

HIST 386 THE PACIFIC OCEAN IN HISTORY TO 1829 (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration. It covers South Pacific settlement by Polynesians as well as Spanish, Portuguese, French, English, Dutch, and Russian sea expansion. Topics include the study of the Manila Galleon trade, the voyages of Captain James Cook, and 18th century French and Spanish scientific expeditions.

HIST 387 HISTORY OF BAJA CALIFORNIA (3)

History of Lower California from the first Spanish maritime explorations, circa 1533, to modern times. Emphasis is on the land, the sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Jesuit mission period, the Mexican War, and the growth of cities.

HIST 389 HISTORY OF CALIFORNIA (3)

Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, indigenous 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.

HIST 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 re-invention 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.

HIST 490 INTRODUCTION TO SENIOR SEMINAR (1)

Offered each fall semester, this one-unit course prepares students for History 495W, Senior Seminar. Students will learn skills (such as essential research methods; rules of proper citation; and the ability to navigate through library holdings, appropriate databases, and archives) essential for the successful completion of a senior thesis. Working closely with their instructor and their advisor, students will also identify a research question that will serve as the basis of their senior thesis, generate an extensive bibliography of primary and secondary sources, and write a research proposal.

HIST 495W SENIOR SEMINAR (3)

This course, offered each spring semester, is the capstone for the history major. Students will research and write a significant, focused, original, thesis-driven research paper. In addition, students will give a public presentation of their research and compile a portfolio of their work in the history major. In this class, students are expected to master all skills-based learning outcomes introduced and practiced in the history major.

HIST 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, San Diego Hall of Champions, or a similar institution. See department chair for assignment.

HIST 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 three units will be allowed only under special circumstances.

Interdisciplinary Humanities

PROGRAM DIRECTOR

Molly McClain, PhD, History

FACULTY COORDINATORS

Michael Agnew, PhD, Languages and Literatures

Thomas Barton, PhD, History

Pavlo Bosyy, MFA, Theatre Arts

Brian Clack, PhD, Philosophy

Bahar Davary, PhD, Theology and Religious Studies

Florence M. Gillman, PhD, Theology and Religious Studies

Brigitte Heimers, PhD, Languages and Literatures

Juliana Maxim, PhD, Art History

Atreyee Phukan, PhD, English

Marianne R. Pfau, PhD, Music

Michael F. Wagner, PhD, Philosophy

Allison Wiese, MFA, Visual Arts

Irene Williams, PhD, English

“Want Innovative Thinking? Hire from the Humanities.”

This was the headline in the Harvard Business Review (March 31, 2011). Author Tony Golsby-Smith, argued that people trained in the humanities “have learned to play with big concepts, and to apply new ways of thinking to difficult problems that can’t be analyzed in conventional ways.”

The Interdisciplinary Humanities major encourages creativity, innovative thinking, and the ability to connect complex ideas. Students gain excellent training in communication and presentation skills. They also take the lead in designing their own major, drawing from classes in the following disciplines: Art, English, History, Languages and Literatures, Music, Philosophy, Theatre Arts, and Theology & Religious Studies. Students can also opt for one of the two other tracks in the major, European Studies or Asian Studies, which include options from Political Science and/or Sociology.

Humanities Studies

Lower-Division Preparation

Six units of lower-division history from HIST 102, 103, 108, 109, 110, 116, 117, 118, 120, 125D, 126D, 130, 140, 170, 171, 200, 210, 220, 230, 240, 250, 260, 280.

Major Requirements

40 Upper-Division Units in the Humanities disciplines, as follows:

Choose an emphasis from among the following Humanities disciplines. You must take at least 12 units but no more than 18 units in this emphasis:

Art

Art History

English

History

Languages and Literatures

Music

Philosophy

Theatre Arts

Theology and Religious Studies

You must take between 18-24 units in any or all of the humanities disciplines listed above. No more than 9 units may be taken in any one discipline outside your emphasis.

Coursework must include a 1) a Classical studies course, and 2) a Medieval and/or Renaissance studies course as approved by the program director

Coursework must include a two-semester, upper division senior seminar HUMN 490 (1) and 495W (3)

European Studies

Lower-Division Preparation

Six units of lower-division history from HIST 102, 103, 108, 110, 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

Nine Upper-Division Units in French, German, Italian, or Spanish, chosen from the following courses:

FREN 300-499

GERM 301-499

ITAL 301-499

SPAN 300-499

Nine units in History and/or Political Science, chosen from the following courses:

HIST 311, 312, 321, 322, 323, 324, 331, 334, 340, 341, 342, 343, 344, 346, 347, 348, 350, 353, 354, 357

POLS 355, 362, 363, 364, 365

Nine units in English, Philosophy, Theology and Religious Studies, and/or Fine Arts, chosen from the following courses:

ARTH 333, 334, 338, 344, 345, 355

ENGL 312, 366

MUSC 330, 331, 332, 333W, 441, 442

PHIL 467, 470, 471, 472, 473, 474

THRS 354, 355

Nine upper-division elective units in the humanities disciplines

Four Upper-Division Units in a two-semester, senior seminar HUMN 490 (1) and 495W (3)

Asian Studies

Lower-Division Preparation

HIST 130

PHIL 175 OR THRS 112

Intermediate Mandarin or Intermediate Japanese, or equivalent; or fourth-semester or equivalent in another Asian language

Major Requirements

Twelve units of Asian civilizations courses chosen from the following courses:

ECON 337

HIST 364, 365, 366, 367, 372

POLS 358, 367, 368

And/or Asian civilizations courses offered by the languages and literatures department

And/or appropriate upper-division topics courses in these disciplines.

Twelve units of Asian cultures courses from the following:

ENGL 364, ENGL 494 Special Topics: Sanskrit (3)

MUSC 440

PHIL 476

THRS 312, 315

And/or Asian civilizations courses offered by the languages and literatures department

And/or appropriate upper-division topics courses in these disciplines.

Twelve Upper-Division Units of electives in the Humanities disciplines,

Four Upper-Division Units in a two-semester, senior seminar HUMN 490 (1) and 495W (3)

Humanities Courses (HUMN)

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 or a well-researched creative project). Each student will consult with the instructor in identifying and developing a topic; produce a prospectus and a 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. Fall semester.

HUMN 494 SPECIAL TOPICS IN THE HUMANITIES (3)

Exploration and analysis of selected topics with a specific theme in the Interdisciplinary Humanities.

HUMN 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 or creative project; 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. Spring semester. Prerequisite: HUMN 490.

International Relations

J. Michael Williams, JD, PhD, CHAIR

Del Dickson, JD, PhD

Casey B. K. Dominguez, PhD

Patrick F. Drinan, PhD

Emily Edmonds, PhD

Virginia Lewis, PhD

Vidya Nadkarni, PhD

Noelle Norton, PhD

Lee Ann Otto, PhD

Michael R. Pfau, PhD

David Shirk, PhD

Avi Spiegel, JD, PhD

Randy Willoughby, PhD

The Department of Political Science and International Relations offers two majors. For information on the Political Science major, please see the Political Science section of this catalog.

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 nonprofit 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 (note: course descriptions are listed under the Political Science major):

A. Core Courses

Six Upper-Division Units (you must take both of the following courses):

- POLS 350 Comparative Politics (3)
(typically offered in Fall)
- POLS 370 Theories of International Relations (3)
(typically offered in Spring)

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 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 361 Politics in South 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 374 U.S.-Latin American Relations (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 (6)
- POLS 487 Washington, D.C.: Class in International Relations (3)
- POLS 494 Special Topics in International Relations (1-3)
- POLS 498 Internship in International Relations (1-6)
- POLS 499 Independent Study in International Relations (1-3)

C. Humanities and Social Sciences

Nine Upper-Division Units (three courses) with no more than three units (one course) 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 334 South American Archaeology (3)
 ANTH 335 Nautical Archaeology (3)
 ANTH 339 Post Medieval Seafaring and Empire (3)

Art History

- ARTH 331 Art in Public Spaces (3)
 ARTH 333 Modern Art: 1780-1920 (3)
 ARTH 334 Art of the 20th Century in Europe and the Americas (3)
 ARTH 343 Memory, Monument, Museum (3)
 ARTH 344 Biographies of World Cities (3)
 ARTH 345 Avant-Garde and Mass Culture: Art and Politics in Europe 1789-1945 (3)

Business

- FINA 405 International Financial Management (3)
 MGMT 309 International Comparative Management (3)
 MKTG 305 Global Marketing (3)
 BSCM 300 Global Purchasing and Supply Management (3)
 BUSN 377 Negotiation in a Global Business Environment (3)

Communication

- COMM 380 International Media (3)
 COMM 480 Advanced Topics in International Media (3)

Economics

- 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 334 European Art and Architecture in Context (3)
 HIST 340 World War I (3)
 HIST 341 World War II (3)
 HIST 342 Birth of Two Nations: France and India (3)
 HIST 345 Topics in Military History (3)
 HIST 347 Topics in Modern Europe (3)
 HIST 348 Modern France (3)
 HIST 352 The British Empire (3)
 HIST 354 Modern Spain (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 367 Women in East Asia (3)
 HIST 368 History of Africa (3)
 HIST 369 Issues in Modern Africa (3)
 HIST 376-377 United States Foreign Relations (3/3)
 HIST 384 History of Mexico (3)
 HIST 387 History of Baja California (3)

Recommended Program of Study, International Relations

Freshman Year

Semester I

- Preceptorial (3)
 POLS 125 (3)
 Non-U.S. History (3)
 CC or electives (6-7)

Semester II

- POLS 175 (3)
 CC or electives (12-13)

Sophomore Year

Semester I

- ECON 101 (3)
 POLS 250 (3)
 CC or electives (9-10)

Semester II

- ECON 102 (3)
 Upper-Division IR/
 Comparative Politics (3)
 CC or electives (9-10)

Junior Year*

Semester I

- Upper-Division Core Class (3)
 Upper-Division IR/Comparative
 Politics (3)
 Upper-Division Humanities (3)
 CC or electives (6-7)

Semester II

- Upper-Division Core Class (3)
 Upper-Division IR/Comparative
 Politics (3)
 Upper-Division Humanities (3)
 CC or electives (6-7)

Senior Year

Semester I

- Upper-Division IR
 Comparative Politics (3)
 Upper-Division
 Humanities (3)
 Electives (6-7)

Semester II

- Upper-Division IR/
 Theories of IR (3)
 Upper-Division POLS (3)
 Electives (9)

*The study abroad requirement is three units and is recommended during the junior year or in the summer following the sophomore or junior year.

Language

French

FREN 302	Introduction to Analysis of French Literary Texts (3)
FREN 303	Cultural Backgrounds of French Civilization (3)
FREN 320	Survey of French Literature I: Middle Ages to the 18th Century (3)
FREN 321	Survey of French Literature II: 19th and 20th Centuries (3)
FREN 394	Topics in Language, Literature, or Culture (3)
FREN 403	Contemporary French Civilization (3)
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)
FREN 494	Topics in French Literature (3)

German

GERM 302	Readings in German Literature (3)
GERM 312	German Literature from 1900 to the Present (3)
GERM 394	Topics in Language, Literature, or Culture (3)
GERM 494	Topics in German Literature (3)

Italian

ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century (3)
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today (3)
ITAL 403	Italian Culture through Film (3)
ITAL 410	Studies in Medieval and Renaissance Italy (3)
ITAL 411	Studies in Modern Italian Literature and Culture (3)
ITAL 412	Studies in Contemporary Italian Literature and Culture (3)
ITAL 413	Italian Literature of Migration (3)
ITAL 420	Dante and His Times (3)
ITAL 494	Topics in Italian Literature (3)

Spanish

SPAN 302	Cultural History of Spain (3)
SPAN 303	Introduction to Cultural Analysis (3)
SPAN 320	Survey of Spanish Literature (3)
SPAN 360	Survey of Latin American Literature (3)
SPAN 422	Studies in Medieval Spanish Literature (3)
SPAN 423	Studies in Spanish Literature of the Golden Age (3)
SPAN 424	Don Quijote de la Mancha (3)

SPAN 426	Spanish Literature of the Eighteenth and Nineteenth Centuries (3)
SPAN 427	Twentieth-Century Spanish Literature (3)
SPAN 430	Studies in Hispanic Film (3)
SPAN 434	Theater of Early Modern Spain and Spanish America (3)
SPAN 448	The 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 458	Jewish Latin America (3)

Music

MUSC 331	Music History II: 1600-1830 (3)
MUSC 340	Topics in World Music (3)
MUSC 440W	Topics in Ethnomusicology (3)

Philosophy

PHIL 321	Social Ethics (3)
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)
SOCI 455	Cities in a Global Context (3)

Theology

THRS 312	The Hindu Traditions (3)
THRS 313	Jewish Faith and Practice (3)
THRS 314	Buddhist Thought and Culture (3)
THRS 315	Islamic Faith and Practice (3)
THRS 316	The Daoist Tradition (3)
THRS 317	Religions of China (3)
THRS 321	Afro-Latin Religions (3)
THRS 368	Latino/a Theologies (3)
THRS 369	Liberation Theology (3)
THRS 382	The Prophetic Traditions of Israel (3)
THRS 390	The Holocaust: Death of God or Death of Humanity? (3)

D. Political Science

Three 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

Students must take at least three units outside of the United States, as part of a study abroad experience. These units may be in any academic discipline, and may be either upper or Lower-Division Units. This requirement does not add to the overall number of units required for the major.

The International Relations Minor

POLS 125, 175, and either 350 or 370, plus 9 additional Upper-Division Units of international and/or comparative politics, to be selected in consultation with an advisor from the political science/international relations faculty.

USD/Washington Center Internship Semester

University of San Diego students have the opportunity to enroll in a semester-long internship program in Washington, D.C. and earn academic credit toward 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 capital. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students earn 12 semester units for participating in a full-time fall or spring semester program, and 6 to 9 units in the summer.

International Relations/Political Science Research Seminar Capstone

International relations majors have an option and are encouraged to take an international relations upper division research seminar capstone, offered each fall. This will help students to conduct research and write scholarly papers on a variety of international and/or comparative political topics.

All international relations majors who plan to go on to graduate school are strongly encouraged to enroll in the research seminar capstone course during their junior or senior year.

All students who would like to write a senior thesis, or who want to conduct independent research in international relations, should enroll in the research seminar capstone in lieu of independent study.

All honors students who are international relations majors are required to enroll in the research seminar capstone the semester before their honors thesis seminar.

Languages and Literatures

Kevin Guerrieri, PhD, CHAIR

Íñigo A. Yanguas, PhD, LANGUAGE COORDINATOR

Santiago Rubio-Fernaz, PhD, DIRECTOR OF PLACEMENT

The Department of Languages and Literatures offers undergraduate studies in nine different languages with majors in French, Italian Studies, and Spanish; minors in French, German, Italian, and Spanish; and courses up to fourth-semester proficiency in Ancient Greek, Arabic, Chinese, Japanese, and Latin as well as some upper-division courses in these languages. In addition, the Department's courses form a part of a number of interdisciplinary programs including Asian Studies, Classical Studies, Interdisciplinary Humanities, Latin American Studies, Medieval and Renaissance Studies, and the Liberal Studies Program, among others. By its very nature, the Department contributes significantly to the internationalization of the curriculum and cultural diversity at USD.

Language study is a vital part of an education in the liberal arts. At the Lower-Division Level, the language programs are devised to enable students to acquire the basic structures and vocabulary necessary to communicate effectively in the target language in a variety of settings. Likewise students develop a greater awareness of other cultures, develop skills in intercultural communication, and gain direct access to additional bodies of knowledge. Ultimately, through their language studies, students will be better prepared to participate more fully and actively in the global community.

Upper-Division Courses provide students with a foundation in the cultural history of the languages, peoples, and regions studied within their socio-political and economic contexts. These courses help students to develop skills in critical thinking, literary and cultural analysis, and clear and effective self-expression in both speaking and writing in the target languages. Students enhance their appreciation for and contribution to the level of inclusion and diversity in U.S. and international communities through cultural understanding and linguistic proficiency. Upon completion of the Department's majors, students are well prepared to initiate graduate studies in language, literature, or other disciplines, or to become successful professionals in a number of different areas including international relations, law, health, business, and education, among many others.

Learning Goals and Outcomes for the Majors

Goal 1: Communicative Proficiency

LO 1: Recursive skills: Majors can communicate in the target language in the two basic "recursive skills," reading

and writing, at the Advanced-Low to Advanced-High level according to the ACTFL Proficiency Guidelines.

LO 2: Immediacy skills: Majors can communicate in the target language in the two basic “immediacy skills,” listening and speaking, at the Advanced-Low to Advanced-High level according to the ACTFL Proficiency Guidelines.

Goal 2: Intercultural Competence

LO 3: Diversity, inclusion, and social justice: Majors can identify and explain fundamental issues of diversity, inclusion, and social justice in historical and current contexts of the target-language world.

LO 4: Intercultural competence: Majors can demonstrate the capacity to interact appropriately and effectively within diverse social settings and cultural contexts in the target-language world and beyond.

Goal 3: Knowledge, Understanding, and Critical Thinking

LO 5: Knowledge and understanding: Majors can identify and cogently explain the historical significance of principal figures, works, and tendencies in the literature and other forms of cultural production throughout major historical periods of the target-language world.

LO 6: Critical thinking: Majors can critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.

Core Curriculum Language Requirement

As part of the Core Curriculum, undergraduate students must demonstrate third-semester competency or higher in another language in addition to English. Students are encouraged to fulfill this requirement during their freshman and sophomore years at USD. There are a number of ways in which this can be done:

1. Completing the third-semester course (201) or a course beyond this level in any of the nine languages offered at USD: Arabic, Chinese, Ancient Greek, French, German, Italian, Japanese, Latin, and Spanish.
2. Alternate credit:

a. Competency Exam

This exam cannot be taken more than twice per semester. (This exam should not be confused with the Placement Exam; see below.)

b. Transferring Credit from another college or university

Transfer students who have completed 201 at the college level are deemed to have met the requirement, provided that the course is successfully transferred to USD. Those students may continue their language studies with the next course in the sequence.

All USD students must take USD's Placement Exam and submit a Petition for Transfer of Credit prior to taking a language course elsewhere.

c. Advanced Credit

Sufficiently high scores on the following tests: AP, CLEP, or IB

Placement in a Language Program

In order to initiate studies in any of the nine languages offered, whether on campus or elsewhere, students must follow the Placement Policy which can be found at the departmental website at www.sandiego.edu/cas/languages/ under “Requirements and Placement.”

Arabic

Randa Jad-Moussa, MEd, AREA DIRECTOR

Modern Standard Arabic introduces students to the form of the language that is understood throughout the Arab world. It promotes a level of literacy which will give students access to the vast heritage of ancient and modern literature, scholarly work, and the media. It is a foundation that will enable advanced students to learn one or more of the dialects that comprise colloquial Arabic (Levantine, Iraqi, Arabian, Egyptian and North African).

The curriculum includes a component which will acquaint students with the geography, political systems, cultures and religious heterogeneity (Muslim, Christian, and Jewish) of

Recommended Program of Study, Languages

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 Office of International Studies Abroad, Serra Hall, Room 315, and online at www.sandiego.edu/international/intlstudies/

the Arab world. Special attention will be given to the 21 Arab countries which are members of the Arab League of Nations.

Lower-Division Courses (ARAB)

ARAB 101 FIRST SEMESTER ARABIC (3)

An introduction to the four basic language skills: listening, speaking, reading, and writing of Modern, Standard Arabic as well as the cultures of Arabic-speaking peoples. At the end of the semester students will have sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics. Students will be able to speak, read and write using memorized material and set expressions. This course is open only to those who have never studied Arabic or students placed in this level through the department's placement process (see website).

ARAB 102 SECOND SEMESTER ARABIC (3)

Continuation of the skills developed in Arabic 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Students can typically satisfy with ease predictable, simple, personal and accommodation needs and meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide predictable and skeletal biographical information. Prerequisite: ARAB 101 or equivalent, or placement exam.

ARAB 201 THIRD SEMESTER ARABIC (3)

Further development of language competence to the intermediate level. Introduction of easier literary and cultural readings which will solidify reading skills and provide deeper understanding of Arabic cultures. Emphasis on simple present in two different cases and in negation, past, and future tenses of the Arabic verb; personal object pronouns, noun and verb sentences. By the end of the course, students should be able to identify family members, relatives and social relation; describe professions and college study subjects and specializations; describe concrete places and situations; understand, express, and respond to abstract and information questions; read dialogues and paragraphs; write more articulate sentences and paragraphs. Prerequisite: ARAB 102 or equivalent, or placement exam.

ARAB 202 FOURTH SEMESTER ARABIC (3)

Continued development of reading, writing, listening, and speaking skills. Student will be able to satisfy routine social demands and limited work requirements and routine work-related interactions that are limited in scope. Student will be able to handle most normal, high-frequency social

conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. Prerequisite: ARAB 201 or equivalent, or placement exam.

ARAB 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN ARABIC (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

ARAB 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (ARAB)

ARAB 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

ARAB 493 LANGUAGE TUTORING OR FIELD EXPERIENCE IN ARABIC (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

ARAB 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. This course may be repeated for credit when the topic changes. Prerequisite: Approval of the instructor and the department chair.

Chinese

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 Chinese 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 to 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 or to major in Asian Studies track of the Interdisciplinary Humanities program. Upper-Division Courses will be completed in disciplines such as history, philosophy, political science, and theology and religious studies. These courses are conducted in English. With the prior permission of the respective director, Chinese 294 and 394, may be counted toward the requirements of these programs.

Lower-Division Courses (CHIN)

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 students placed in this level through the department's placement process (see website).

CHIN 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.

CHIN 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.

CHIN 202 FOURTH 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. Prerequisite: Chinese 201 or equivalent, or placement exam.

CHIN 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN CHINESE (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

CHIN 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (CHIN)

CHIN 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

CHIN 493 LANGUAGE TUTORING OR FIELD EXPERIENCE IN CHINESE (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

CHIN 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. This course may be repeated for credit when the topic changes. Prerequisite: Approval of the instructor and the department chair.

French

Michèle Magnin, PhD, AREA DIRECTOR

Richard Stroik, PhD

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 United Nations 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.

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 the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/international/study-abroad).

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:

1. 18 units: at least nine of the 18 units must be in upper-division courses: FREN 301, 302, 303, and 310 are recommended.
2. 12 Upper-Division Units. Prerequisites: Fourth semester competency in French and approval by the department chair.

A minimum of six 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.

FREN 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 students placed in this level through the department's placement process (see website). Every semester.

FREN 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.

FREN 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). Prerequisite: FREN 102 or equivalent, or placement exam. Every semester.

FREN 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. Every summer.

FREN 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.

FREN 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN FRENCH (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are

developed. Prerequisite: Approval of the instructor or the Language Coordinator.

FREN 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (FREN)

Upon completion of FREN 202, proceed to 300, 301, 302, or 303.

FREN 300 ADVANCED CONVERSATION (3)

Oral practice through debates and discussions of current events or films. 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.

FREN 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: FREN 202.

FREN 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.

FREN 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.

FREN 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.

FREN 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.

FREN 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.

FREN 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

FREN 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 areas. Prerequisite: FREN 301 and 320 or 321, or approval of instructor.

FREN 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, 302, and 320 or 321.

FREN 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, 302, and 320 or 321.

FREN 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, 302, and 320 or 321.

FREN 413 FRENCH POETRY (3)

Study of French poetry and poetic forms from the Middle Ages to the present. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 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, 302, and 320 or 321. Cross-listed as a gender studies course.

FREN 493 LANGUAGE TUTORING OR FIELD EXPERIENCE IN FRENCH (1-3)

Supervised participation in the department's Tutoring Program or placement in a community agency in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

FREN 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 MySanDiego portal. This course may be repeated for credit when the topic changes. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 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.

Recommended Program of Study for the French Major

FREN 101 through 202 courses must be taken in order, one course per semester. Once the 300 level is reached, two courses or more can be taken at the same time, but prerequisites must be observed. When planning a major or minor, advisors will help map out the best course for each student according to previous background, future career goals, or personal interest.

German

Brigitte L. Heimers, PhD, AREA DIRECTOR

In general, an education in German not only encourages students to consider the profound effects of German-speaking thinkers, scientists, and artists on the modern world, but also provides a lens through which the particular contours of the present and past can be evaluated.

Knowledge of the German language and an understanding of the cultures of the countries where German is spoken provide a valuable preparation for many careers and graduate programs. In addition, it opens the door to lifelong cultural enrichment. German is a primary language of scholarship and international communication in a diverse range of academic and scientific fields, including industry and commerce. 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 abroad, completion of the German minor, or simply give them the fundamental tools for developing conversational fluency. The minor in German is an excellent complement to a number of different disciplines such as art history, business, international relations, mathematics, music, political science, literature, philosophy and religious studies. Upper-Division Courses are aimed at encouraging individual exploration of the country, its culture, its literature, its industry and commerce, while at the same time building and reinforcing language proficiency.

Students who major in either track of Interdisciplinary Humanities with a concentration in German may include upper-division courses conducted in English by departments such as history, philosophy, political science, music, and theology and religious studies toward the major or minor. With prior permission from the director of Interdisciplinary Humanities, upper-division coursework in German may also be included in the European Studies track program. As for the Humanities track program, one or two upper-division German classes will be accepted toward the degree.

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 intensive summer course (information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/international/study-abroad).

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 six 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.

GERM 101 FIRST SEMESTER GERMAN (3)

Introductory course to German life, language, and 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 students placed in this level through the department's placement process (see website).

GERM 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.

GERM 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.

GERM 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.

GERM 202 FOURTH SEMESTER GERMAN (3)

Oral and written practice of German idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well

as conversations dealing with German life and culture.

Prerequisite: GERM 201 or equivalent, or placement exam. Every semester.

GERM 230 INTERMEDIATE CONVERSATION (3)

Intensive drill in spoken German based on assigned topics. This course does not count toward the German minor, but does count as elective Lower-Division Units toward graduation. Prerequisite: GERM 201 or 202 or equivalent.

GERM 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN GERMAN (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

GERM 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (GERM)

GERM 301 or equivalent is the prerequisite for all advanced courses.

GERM 301 ADVANCED COMPOSITION (3)

Further development of oral and writing abilities. Continued study of the grammatical structure of German with emphasis on idiomatic expressions and syntax. Reading of modern authors and work through various films in order to consolidate the learning of idiomatic expressions and prepare for literature classes and further studies through Interpretation of prose and films as well as techniques for plot and character analysis. Prerequisite: GERM 202 or equivalent. Every year.

GERM 302 READINGS IN GERMAN LITERATURE (3)

Assigned readings in modern literature; class reports and essays on literary topics of prose and poetry. Prerequisite: GERM 301 or equivalent.

GERM 303 CULTURAL BACKGROUNDS OF GERMAN CIVILIZATION (3)

Survey of the historical, social, cultural, and artistic evolution of German from the origins to the present. Survey of modern life and geography in Germany. Prerequisite: GERM 202 or equivalent.

**GERM 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.

**GERM 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.

**GERM 394 TOPICS IN LANGUAGE, LITERATURE, OR
CULTURE (3)**

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

**GERM 493 LANGUAGE TUTORING OR FIELD EXPERIENCE
IN GERMAN (1-3)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

GERM 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. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: GERM 302 or equivalent.

GERM 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 three units may be applied toward the minor. Prerequisite: Approval of the department chair.

Recommended Program for the German Minor

German 101 through 202 courses must be taken in order, one course per semester. Once the 300-level is reached, two or more courses can be taken at the same time, but prerequisites must be observed. When planning a minor, the Director of German will help map out the best course for each student according to previous background, future career goals, or personal interest.

Classical Greek

John Fendrick, PhD, AREA DIRECTOR

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 who major in Interdisciplinary Humanities with a concentration in Classical Studies will complete their upper-division coursework 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.

Lower-Division Courses (GREK)**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 fifth 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 students placed in this level through the department's placement process (see website).

GREK 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.

GREK 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.

GREK 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.

GREK 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN GREEK (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

GREK 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (GREK)**GREK 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)**

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

GREK 493 LANGUAGE TUTORING OR FIELD EXPERIENCE IN GREEK (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

GREK 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. This course may be repeated for credit when the topic changes. Prerequisite: Approval of the instructor and the department chair.

Italian

Loredana Di Martino, PhD, AREA DIRECTOR

From art, literature, music and cinema, to finance, politics and science, Italy has greatly influenced world culture. The study of Italian culture and its role in the evolution of the Western world since Antiquity is essential for a fuller understanding of the political, economic and cultural forces that continue to shape the Mediterranean, Europe and the world. The Italian Program develops students' linguistic proficiency while providing them with a strong interdisciplinary knowledge of Italian culture. The lower-division language classes help students develop a basic communicative competency in Italian as well as cultural and intercultural awareness. The interdisciplinary Major in Italian Studies and the Italian Minor explore the breadth of Italian literature, history and culture, while at the same time building and reinforcing language proficiency.

Students who major in Italian Studies may integrate their knowledge of Italian culture with other disciplines by taking upper-division courses in other departments. They can also combine the major in Italian Studies with a second major or a minor in another discipline. In addition, students can take advantage of our study-abroad programs in Italy. Information is available at the Office of International Studies Abroad, www.sandiego.edu/international/study-abroad.

Italian Studies Majors can pursue careers in many different fields, including art, business, culinary arts, design, education, fashion, film, international relations, journalism, and many others.

Preparation for the Italian Studies Major

Students must have finished Italian 202 or the equivalent, thereby demonstrating proficiency in oral and written expression. Lower-Division Courses provide the necessary training in the four basic language skills (listening, speaking, reading, writing) as well as basic cultural competency. Upper-Division Courses further develop these skills and bring students to a level of proficiency of Advanced Low to Advanced High on the ACTFL scale. The experience of living and studying in Italy is highly recommended.

Requirements for the Italian Studies Major

24 units (8 courses) of upper-division work of which a minimum of 18 units (6 courses) must be in Italian (ITAL). The remaining 6 units may be either in Italian (ITAL) or interdisciplinary courses taught in English.

A minimum of 18 Upper-Division Units must be taken on the USD campus.

Prerequisites:

Italian 202, or placement into upper division courses by the department's placement procedure.

Italian Courses (ITAL) Required:

1. ITAL 301
2. ITAL 302
3. One course on the early modern period (ITAL 320, 410, 420, or 394 and 494 when applicable)
4. One course on the modern or contemporary period (ITAL 321, 403, 411, 412, 413, or 394/494 when applicable)
5. Two elective upper-division Italian courses.

Interdisciplinary Courses

Students can complete all coursework in Italian. However, a maximum of 6 Upper-Division Units (2 courses) may be taken in English from among the courses listed below, their equivalents, or other appropriate courses. In order for an interdisciplinary course to count for the major in Italian Studies, one of the following conditions must be met: 1) the course inherently includes significant content on Italy or Italian topics; or 2) during the course the student completes a project (e.g. research paper, presentation, portfolio, etc.) with a substantial focus on Italy or Italian topics. In either case, all interdisciplinary courses require prior written approval in order to count for the major in Italian Studies (See Approval of Interdisciplinary Coursework application form on website or consult with the Director of Italian).

Interdisciplinary Courses – Double Counting:

The Department of Languages and Literatures will grant credit towards the Italian Studies Major for interdisciplinary courses taken for another major.

Interdisciplinary Courses with Preliminary Approval:

ARTH 334	Art of the Twentieth Century in Europe and the Americas
ARTH 342	Contemporary Architecture
COMM 475	Intercultural Communication
ECON 333	International Economics (Prereq: ECON 102)
FINA 405	International Financial Management (Prereq: FINA 300)
MKTG 305	Global Marketing (Prereq: MKTG 300)
ENGL 310	Dante
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire
HIST 322	Castles and Crusades
HIST 331	Renaissance Europe
HIST 341	World War II
MUS 442	Opera
SOCI 460	Immigration

Other catalog courses and special topics courses may count provided they have significant content on Italy or Italian topics. Consult with the Director of Italian.

Requirements for the Italian Minor

All courses for the Minor must be taken in Italian (ITAL).

A minimum of 6 Upper-Division Units must be taken on the USD campus.

Two options are available:

1. 18 units: at least 9 of the 18 units must be upper-division courses (at the 300 level or higher) in Italian.
2. 12 units of upper-division courses in Italian.
Prerequisite: ITAL 202 or equivalent and approval by the program director.

Lower-Division Courses (ITAL)

A passing grade in ITAL 201 satisfies the core curriculum language requirement.

ITAL 101 FIRST SEMESTER ITALIAN (3)

Essentials of Italian grammar with emphasis on communicative proficiency and cultural awareness. Development of the four skills of listening, speaking, reading and writing. This course is open only to those who have never studied Italian or students placed in this level through the department's placement process (see Website). Every semester.

ITAL 102 SECOND SEMESTER ITALIAN (3)

Same orientation as in ITAL 101. Further development of communicative proficiency and cultural and intercultural awareness for students who have completed Italian 101 or have previous knowledge of the language. Stress on listening, speaking, reading and writing. Prerequisite: ITAL 101 (or equivalent) or placement exam. Every semester.

ITAL 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 and cultural awareness. 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 (see below). Prerequisite: ITAL 102 (or equivalent) or placement exam. Every semester.

ITAL 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.

ITAL 202 FOURTH SEMESTER ITALIAN (3)

Review and expansion of language structures, as well as practice in reading, composition and conversation. Emphasis on close reading and analysis of authentic texts to prepare students for upper division work. Prerequisite: ITAL 201 (or equivalent) or placement exam. Every semester.

ITAL 230 INTERMEDIATE CONVERSATION (3)

Intensive practice in spoken Italian based on assigned topics. This course does not count toward the Major or the

Minor, but does count as elective units toward graduation. Prerequisite: ITAL 201 or 202 (or equivalent).

ITAL 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN ITALIAN (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

ITAL 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (ITAL)**ITAL 301 ADVANCED COMPOSITION AND GRAMMAR (3)**

Focus on the development of reading and writing skills through the analysis of authentic texts and the practice of various modes of written expression, as well as through grammar review and work on syntax. Prerequisite: ITAL 202 (or equivalent).

ITAL 302 ADVANCED CONVERSATION AND CULTURE (3)

Focus on the development of oral proficiency through the study of different aspects of Italian culture. Intensive work on reading, vocabulary building and conversation to achieve fluency and accuracy in oral expression. Prerequisite: ITAL 202 (or equivalent).

Recommended Program of Study, Italian Studies Major

Early modern: 320, 410, 420, or 394 and 494 when applicable

Modern: 321, 403, 411, or 394 and 494 when applicable

Contemporary: 321, 403, 412, 413, or 394 and 494 when applicable

**Freshmen Year
Semester I**

ITAL 101

Semester II

ITAL 102

**Sophomore Year
Semester I**

ITAL 201

Semester II

ITAL 202

**Junior Year
Semester I**

ITAL 301

Interdisciplinary course

Semester II

ITAL 302

ITAL 321

**Senior Year
Semester I**

ITAL 320

ITAL 412 (or another 400 level course)

Semester II

ITAL 410 (or another 400 level course)

Interdisciplinary course

ITAL 320 INTRODUCTION TO ITALIAN LITERATURE AND CULTURE I: FROM THE MIDDLE AGES TO THE 17TH CENTURY (3)

Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the language to the 17th century. Prerequisite: ITAL 301 or higher, or approval of the instructor.

ITAL 321 INTRODUCTION TO ITALIAN LITERATURE AND CULTURE II: FROM THE ENLIGHTENMENT TO TODAY (3)

Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times. Prerequisite: ITAL 301 or higher, or approval of the instructor.

ITAL 403 ITALIAN CULTURE THROUGH FILM (3)

A study of major facets of modern and contemporary Italy through cinema and a variety of written sources. Prerequisite: ITAL 320 or higher, or approval of the instructor.

ITAL 410 STUDIES IN MEDIEVAL AND RENAISSANCE ITALY (3)

A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy through a variety of readings and materials. Prerequisite: ITAL 320 or higher, or approval of the instructor.

ITAL 411 STUDIES IN MODERN ITALIAN LITERATURE AND CULTURE (3)

A study of relevant aspects of the literature, culture and society of 18th and 19th-century Italy through a variety of readings and materials. Particular emphasis is given to the discussion of Italian Risorgimento and the construction and representation of Italian national and cultural identity. ITAL 320 or higher, or approval of the instructor.

ITAL 412 STUDIES IN CONTEMPORARY ITALIAN LITERATURE AND CULTURE (3)

A study of relevant aspects of the literature, culture and society of 20th and 21st-century Italy through a variety of readings and materials. ITAL 320 or higher, or approval of the instructor.

ITAL 413 ITALIAN LITERATURE OF MIGRATION (D) (3)

A study of works by native and non-native Italian writers that deal with the questions of migration, multiculturalism and otherness. Prerequisites: ITAL 320 or higher, or approval of the instructor.

ITAL 420 DANTE AND HIS TIMES (3)

A study of Dante's *Divina Commedia* and other selected works in their literary and historical context. Prerequisites: ITAL 320 or higher, or approval of the instructor.

ITAL 493 LANGUAGE TUTORING AND FIELD EXPERIENCE IN ITALIAN (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

ITAL 494 TOPICS IN ITALIAN LITERATURE (3)

Study of special topics in Italian literature. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisites: ITAL 320 or higher, or approval of the instructor.

ITAL 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 Major or the Minor. Prerequisite: Approval of the department chair.

Recommended Program of Study for the Italian Major

Early modern: 320, 410, 420, or 394 and 494 when applicable

Modern: 321, 403, 411, or 394 and 494 when applicable

Contemporary: 321, 403, 412, 413, or 394 and 494 when applicable

Japanese

Hiroko Takagi, MA, AREA DIRECTOR

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." 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, or to major in Asian Studies track of the Interdisciplinary Humanities program. Upper-Division Courses will be completed in disciplines such as history, philosophy, political science, and theology and religious

studies. These courses are conducted in English. With the prior permission of their directors, Japanese 294 and 394, may be counted toward the requirements of both programs.

We strongly encourage students to take advantage of our semester or year-long program in Tokyo, Japan and/or our Japanese Culture and Conversation summer or intersession course. Information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to <http://gointernational.sandiego.edu>.

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 apply for summer internships.

Lower-Division Courses (JAPN)

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 students placed in this level through the department's placement process (see website).

JAPN 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.

JAPN 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.

JAPN 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.

JAPN 202 FOURTH SEMESTER JAPANESE (3)

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy 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.

JAPN 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN JAPANESE (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

JAPN 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (JAPN)

JAPN 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

JAPN 493 LANGUAGE TUTORING OR FIELD EXPERIENCE IN JAPANESE (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

JAPN 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 three units may be applied toward the Asian studies minor. Prerequisite: Approval of the department chair.

Latin

John Fendrick, PhD, AREA DIRECTOR
Santiago Rubio-Fernez, PhD

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 classical Latin.

Students may major in Interdisciplinary Humanities with a concentration in Classical Studies will complete their upper-division coursework 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.

Imperium Romanum (the Roman Empire) once sprawled across Europe, North Africa, and Asia Minor. Centuries after its demise, its linguistic and cultural influences continue to exist. The study of Latin opens windows on a culture that influences our world through the arts and literature as well as fields as diverse as medicine, engineering, law and government, to name a few. Likewise, the study of its contribution to the vocabulary, grammar, and syntax of English enhance one's knowledge of that language.

Up to 18 units of Latin are accepted by the Interdisciplinary Humanities major when students select a concentration in languages and literatures. This would include Latin 101-202 and, with prior permission of the IH program director, Latin 294 and 394.

The Classical Studies minor (Option 1) requires Latin (or Ancient Greek) 101-201 and makes 202 one of the choices from a list of Lower-Division Courses. Latin 394 or 499 would be accepted with prior permission of the program director.

Lower-Division Courses (LATN)

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 students placed in this level through the department's placement process (see website).

LATN 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.

LATN 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.

LATN 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.

LATN 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN LATIN (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

LATN 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (LATN)

LATN 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the department chair. Prerequisite: 202 or approval of the instructor.

LATN 493 LANGUAGE TUTORING OR FIELD EXPERIENCE IN LATIN (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

LATN 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. This course may be repeated for credit when the topic changes. Prerequisite: Approval of the instructor and the department chair.

Spanish

Kevin Guerrieri, PhD, AREA DIRECTOR

Kimberly A. Eherenman, PhD

Rebecca Ingram, PhD

Julia Medina, PhD

Alejandro Meter, PhD

Amanda Petersen, PhD

Maria Cecilia Ruiz, PhD

Leonora Simonovis, PhD

The mission of the Spanish program is the development of students' communicative proficiency and cultural understanding through the study of the current societies and cultural histories of the Spanish-speaking world. Upon completion of the Spanish major, the student is expected to be highly proficient in the four basic communicative skills; demonstrate the capacity to interact appropriately and effectively within diverse social settings in the Spanish-speaking world; identify and cogently explain the significance of principal figures, works, and trends in the production of literature, film, and other art forms throughout the major historical periods; critically analyze a text, define a position, and substantiate it through research; appreciate and contribute to the level of inclusion and diversity in U.S. society through cultural understanding and linguistic proficiency; and effectively initiate graduate studies and/or use her or his language skills in professional settings in community development, business, education, or the health professions, among many other fields.

It is highly recommended that students take advantage of USD's international programs in Buenos Aires and Madrid, among other locations in the Spanish-speaking world. Information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/international/study-abroad.

The Major

The 27 units of upper-division work, which must be selected from Spanish courses numbered 300 or above, must include:

1. SPAN 301
2. SPAN 302
3. SPAN 303
4. SPAN 304
5. One 400-level course in Spanish Peninsular Literature (422, 423, 424, 426, 427, 430, 434, and 494, depending on topic)
6. One 400-level course in Latin American Literature (430, 434, 448, 449, 451, 453, 458, and 494, depending on topic)
7. One 400-level elective course

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. Students should consult with their academic advisor or the director of the Spanish Program regarding the best time to study abroad and which courses are recommended.

The Minor

Two options:

1. 18 units: at least nine 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.

A minimum of 6 Upper-Division Units must be taken on the USD campus.

Both SPAN 301 and 303 are prerequisites for Spanish courses numbered 320 and higher. In addition, either SPAN 302 or 304 is a prerequisite for each 400-level course. (See individual course descriptions.)

Lower-Division Courses (SPAN)

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 students placed in this level through the department's placement process (see website). Every semester.

SPAN 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.

SPAN 103 FIRST YEAR SPANISH (4)

An accelerated course in which SPAN 101 and SPAN 102 are combined into one semester. This course is designed for a specific profile of student who has already taken Spanish 101 or the equivalent and needs to review the structures and vocabulary presented in that course in addition to completing Spanish 102 as outlined above. Prerequisite: approval of Director of Placement only. Every semester.

SPAN 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 103, or equivalent, or placement exam. Every semester.

SPAN 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.

SPAN 293 LANGUAGE TUTORING OR FIELD EXPERIENCE IN SPANISH (1-3)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor or the Language Coordinator.

SPAN 294 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the Lower-Division Level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the program director. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: 202 or approval of the instructor.

Upper-Division Courses (SPAN)

Both SPAN 301 and 303 are prerequisites for Spanish courses numbered 320 and higher.

SPAN 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.

SPAN 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.

SPAN 302 CULTURAL HISTORY 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.

SPAN 303 INTRODUCTION TO CULTURAL ANALYSIS (3)

An introduction to approaches to the analysis of culture, focusing on the cultural production of the Spanish-speaking world. Topics covered include literature, the visual arts, geography, language, and history. The course prepares students for more advanced work (400-level) in Hispanic Studies. Prerequisite: SPAN 202 or equivalent. Every semester.

SPAN 304 CULTURAL HISTORY 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.

SPAN 305 SPANISH FOR BUSINESS AND SOCIAL ENTREPRENEURSHIP (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.

SPAN 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.

SPAN 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.

SPAN 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.

SPAN 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.

SPAN 394 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. If taught in English, this course may not fulfill the Core Curriculum language requirement. Consult with the instructor or the program director. Prerequisite: 202 or approval of the instructor.

SPAN 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, 302, and 303, or equivalents.

SPAN 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, 302, and 303, or equivalents.

SPAN 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, 302, and 303, or equivalents.

SPAN 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, 302, and 303, or equivalents.

SPAN 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, 302, and 303, or equivalents.

SPAN 430 STUDIES IN HISPANIC FILM (3)

A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Prerequisites: SPAN 301 and 303, or equivalents.

SPAN 434 THEATER OF EARLY MODERN SPAIN AND SPANISH AMERICA (3)

An introduction to theater in 16th- and 17th-century Spain and Spain's American colonies. Texts and emphasis will depend on the instructor, but the course is likely to cover popular theater, comedia nueva theater, courtly pageants, liturgical plays, and autos sacramentales, as well as theater as a tool for propaganda. Prerequisites: SPAN 301, 302, and 303, or equivalents.

Recommended Program of Study, Spanish

Freshman Year**Semester 1**

SPAN 101

Semester 2

SPAN 102

Sophomore Year**Semester 1**

SPAN 201

Semester 2

SPAN 202

Junior Year**Semester 1**

SPAN 301

SPAN 303

Semester 2

SPAN 302

SPAN 304

300-level course

Senior Year**Semester 1**

300- or 400-level

400-level course

Semester 2

400-level course

400-level course

This program of study is designed for incoming freshmen with little or no previous knowledge of the Spanish language. Students begin the program at the level corresponding to their placement as determined through the Department's Placement Policy, and, therefore, with sufficient prior language preparation, they may initiate upper-division course work as early as their freshman year. While students having successfully completed SPAN 202 may enroll in many 300-level courses (300-307), it is highly recommended that the sequence outlined above be followed.

SPAN 448 LATIN AMERICAN SHORT STORY (3)

A study of the Latin American short story from the beginning of the genre in the 19th century to the present. Prerequisites: SPAN 301, 303 and 304, or equivalents.

SPAN 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, 303 and 304, or equivalents.

SPAN 451 LATIN AMERICAN POETRY (3)

A study of the development of Latin American poetry from pre-Columbian times to the present. Prerequisites: SPAN 301, 303 and 304, or equivalents.

SPAN 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, 303 and 304, or equivalents.

SPAN 458 JEWISH LATIN AMERICA (3)

This is a course on Jewish cultural production in the Americas. An interdisciplinary course that examines migration and exile, otherness, memory, and the Holocaust in literature, film, music and the visual arts, in relation to the intersectionality of ethnicity, religion, class, sexuality, gender and nation. SPAN 301, 303 and 304, or equivalents.

SPAN 493 FIELD EXPERIENCE IN SPANISH (1-3)

Supervised participation in the department's Tutoring Program or placement in a community agency in which the student's skills in the target language are developed. Prerequisite: Approval of the instructor, department chair, or the language coordinator.

SPAN 494 TOPICS IN LANGUAGE, LITERATURE, OR CULTURE (3)

Study of special topics in Spanish and/or Latin American literature. When offered, selected subjects will be announced on the MySanDiego portal. This course may be repeated for credit when the topic changes. Prerequisites: SPAN 301 and 303, or equivalents; and 302 or 304 to be determined according to course topic.

SPAN 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.

Latin American Studies

PROGRAM DIRECTOR

Alejandro Meter, PhD, Languages and Literatures

AFFILIATED FACULTY

Michelle Madsen Camacho, PhD, Sociology

Stephen J. Conroy, PhD, School of Business

Alana Cordy-Collins, PhD, Anthropology

Evelyn Diaz Cruz, MFA, Theatre Arts

Esteban Del Río, PhD, Communications Studies

Emily Edmonds-Poli, PhD, Political Science and

International Relations

Kimberly Eherenman, PhD, Languages and Literatures

Iris Engstrand, PhD, History

Orlando Espín, PhD, Theology and Religious Studies

Michael Gonzalez, PhD, History

Jerome Hall, PhD, Anthropology

Belinda C. Lund, PhD, Sociology

Julia Medina, PhD, Languages and Literatures

Kristin Moran, PhD, Communication Studies

Angelo Orona, PhD, Anthropology

Alma Ortega, PhD, Copley Library

Gail Perez, PhD, English

Amanda Petersen, PhD, Languages and Literatures

Alberto Lopez Pulido, PhD, Ethnic Studies

Thomas Ehrlich Reifer, PhD, Sociology

Kenneth P. Serbin, PhD, History

David Shirk, PhD, Political Science and International Relations

Leonora Simonovis, PhD, Languages and Literatures

Randy Willoughby, PhD, Political Science and International Relations

The Latin American Studies Minor

Latin American Studies is a dynamic, interdisciplinary minor designed to help students develop a nuanced and sophisticated understanding of the historical, cultural, political, economic, and social conditions that have shaped contemporary Latin America. In this minor students are encouraged to articulate important connections between local and world societies in the context of the Latin American experience; this entails the study of the complex historical formation of this region and its cultural and ethnic diversity, from the foundation of Amerindian civilizations, the European conquest, and the impact of the African slave trade, to the challenges of the 21st century.

Student learning objectives are organized into the following five interrelated areas, which constitute the central themes that appear throughout the curriculum:

1. The Idea of Latin America

- Understand different worldviews and epistemologies in the imperial/colonial context of the initial encounter, the subsequent “invention” of America, and the emergence of the idea of “Latin” America in the 19th century.
- Explore the ways in which Latin America has been conceived of as part of the West and simultaneously as peripheral to it.
- Identify the present physical geographies, administrative-political structures, and demographics of the Latin American countries, and analyze the ways in which these are defined from internal and external perspectives.

2. Cultural and Ethnic Diversity

- Explore the artistic and cultural production of Latin America throughout history, from ancient Amerindian civilizations and the legacy of the African slave trade to the present, with an emphasis on the diversity of perspectives.
- Compare and contrast different concepts on and theoretical approaches to the cultural and ethnic diversity of Latin America, such as transculturation, hybridization, *mestizaje*, neo-baroque, among others.
- Explore the linguistic diversity of Latin America and develop communicative proficiency in one or more Latin American languages.

3. Conquest, Colonialism and Coloniality

- Analyze the complexities of conquest, colonialism, neocolonialism, and postcolonialism and their legacies.
- Understand and analyze the construction of racial categories and racism in Latin America both in the context the conquest of indigenous peoples and the subsequent African slave trade and in more recent manifestations.
- Explore the relationship between coloniality — the colonial matrix of power that goes beyond the historical period of colonialism — and the rhetoric of modernity in the economic, political, civic, and personal/subjective realms.

4. Independence, National Consolidation, and Democracy

- Identify and analyze the different political and economic structures or systems that have appeared in Latin America since independence and the socio-historical conditions in which they each emerged.
- Analyze the manifestation of European Enlightenment ideals in Latin America and contrast them with Amerindian and Afro-American epistemologies and world views. Define and analyze the following

dichotomies and concepts in this context: civilization and barbarism, progress and primitivism, development and underdevelopment.

- Analyze the following concepts in specific junctures of Latin American history, from 19th-century nation building, throughout the 20th century, and to the present: revolution and subversion; dictatorship and state violence; war and armed conflict; human rights and memory; justice and reconciliation; (re) democratization.

5. Global Designs and Local Histories

- Understand the ways in which the term “Latin” America is a misnomer, both within local histories and global designs, and how other terms are used to describe this region, such as Afro-Latin America, among others.
- Identify and analyze current challenges faced by Latin American countries in regional, national, hemispherical, and transnational contexts.
- Explore and analyze Latin American experiences as part of the transnational flows of people, culture, technology, media, and finance within global capitalism.

Requirements for the Minor

1. The Latin American Studies minor requires 18 units, combining panoramic and focused courses, nine units each.
2. Study abroad: Students must either complete three units of study — which count toward the total 18 units — in a Latin American country with a USD affiliated program or participate in a USD sponsored service-learning trip to Latin America. In the event a student is unable to participate in a study abroad program, he or she may fulfill this requirement with an internship or community-based project focused on a Latin American topic and designed in collaboration with the program director.
3. Interdisciplinary requirement: Not more than six units of the total 18 units required for the minor may be from any given discipline.

Please see the full course descriptions under the appropriate departmental listings. In addition to the curriculum below, there may be additional courses offered — including special topics and courses offered less frequently — in any given semester, which may count toward the minor. Please consult with the program director.

Preparation for the Minor

1. Language requirement: Students must complete SPAN 202 Fourth Semester Spanish or its equivalent. Those students who study another language of Latin America, in addition to Spanish — such as Portuguese, Haitian Creole, Quechua, Nahuatl, Guarani, Mixtec, or another determined in consultation with the program director — may count three units of language study toward the total 18 units.
2. Prerequisites: Some of the courses in the curriculum do have prerequisites. Please consult with the individual course descriptions in each discipline.

Panoramic Courses

Nine units must be completed from the list below, one course in each discipline. These are courses that span all major geographical areas of Latin American and provide students with a panoramic perspective of the region:

1. HIST 360 Colonial Latin America (3) OR HIST 361 Modern Latin America (3)
2. POLS 357 Politics in Latin America (3) OR POLS 374 U.S.-Latin American Relations (3)
3. SPAN 304 Cultural History of Latin America (3) OR SPAN 360 Survey of Latin American Literature (3)

Focused Courses

Nine units must be completed from the list below:

- | | |
|----------|---|
| ANTH 327 | South American Indian Cultures (3) |
| ANTH 328 | Caribbean Cultures (3) |
| ANTH 334 | South American Archaeology (3) |
| ECON 335 | Economic Development of Latin America (3) |
| ETHN 343 | Chicano/Latino Studies (3) |
| ETHN 361 | Immigration at the U.S.-Mexico Border: Ethnicity, Race and Gender (3) |
| HIST 362 | Topics in Latin American History (3) |
| HIST 363 | History of Brazil (3) |
| HIST 383 | Chicano History (3) |
| HIST 384 | History of Mexico (3) |
| HIST 387 | History of Baja California (3) |
| POLS 366 | Politics in Mexico (3) |
| SOCI 460 | Immigration (3) |
| SPAN 305 | Spanish for Business and Social Entrepreneurship (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 458 | Jewish Latin America |
| THRS 321 | Afro-Latin Religions (3) |
| THRS 358 | Latino/a Catholicism (3) |

Latin American Studies Courses (LATS)

The following courses count toward the above requirements, as panoramic or focused courses, depending on the topics studied. This should be determined in consultation with the program director.

LATS 294 SPECIAL TOPICS IN LATIN AMERICAN STUDIES (1-3)

Analysis of a specific topic within Latin American Studies with a thematic, regional, or historical focus. This course may be repeated for credit with different course content.

LATS 494 SPECIAL TOPICS IN LATIN AMERICAN STUDIES (1-3)

Analysis of a specific topic within Latin American Studies with a thematic, regional, or historical focus. This course may be repeated for credit with different course content.

LATS 499 INDEPENDENT STUDY (1-3)

Arranged with the consent of a faculty advisor and the program director.

Liberal Studies

PROGRAM DIRECTOR

Kay Etheridge, DMA, Music

ACADEMIC ADVISORS

Kim Eherenman, PhD, Languages and Literatures

Lynn McGrath, PhD, Mathematics

Perla Myers, PhD, Mathematics

The Liberal Studies Major

The Liberal Studies major is specifically for students who are interested in earning either the Preliminary Multiple Subjects credential for elementary teaching, or the Level I Education Specialist credential for teaching special education (mild-moderate), grades K-12. This major is designed as a nine-semester program: 8 semesters of coursework plus one additional semester for student teaching. With careful planning, it is possible for students to earn a bachelor's degree and a preliminary teaching credential in four years if they carry 18 units per semester and/or take courses during the summer and/or intersession.

This major fosters a holistic experience in the required multiple subjects and provides students with a strong foundational understanding of these subjects. It is a program of study designed to graduate well-educated teachers who understand significant ideas, structures, and values in a wide range of the liberal arts and sciences; teachers who can critically analyze and synthesize information from diverse disciplines, and who appreciate diverse perspectives.

The required coursework is divided into 3 distinct categories: core courses, concentration courses, and professional preparation courses. The core courses provide instruction in the content that is tested on the CSET (California Subject Matter Competency) exam. Within the core requirements, there are 10 specialized courses designed specifically for educators; many of these courses also introduce the state's content standards for that particular subject. 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 LBST 400 course includes the capstone requirement for the program and should be taken within the last 30 units. The CSET must be passed prior to student teaching.

Students are urged to declare the LBST major as soon as possible to ensure rapid and efficient progress through the degree. Students must meet regularly with their Liberal Studies advisor throughout their enrollment. In order to complete credential requirements successfully, students should apply to the teacher credential program in the second semester of the sophomore year.

Upon admission to the teacher credential program, students will work with the Credential Program Specialist, the Multiple Subjects Coordinator, and/or the Credential Analyst within the School of Leadership and Education Sciences (SOLES). It is important for all Liberal Studies majors to meet regularly with their academic advisor in the College of Arts and Sciences to ensure that all degree requirements are met in a timely manner.

A Liberal Studies major can graduate without completing the credential coursework, as long as they meet all university requirements for graduation.

Liberal studies majors are encouraged to save all major assignments and exams completed in core and concentration courses for possible inclusion in their capstone course and credential portfolios.

Major Core Requirements (73-85 units)

The following core curriculum requirements are designed especially for the Liberal Studies major to assist with passing the CSET (California Subject Matter Competency) Exam.

Liberal Studies Major (6 units)

- LBST 200 Foundations in Liberal Studies (3)
- LBST 400 Senior Seminar in Liberal Studies (3)

Written Literacy (6 units)

- ENGL 122 Composition and Literature for Educators (3)
- ENGL 304W Advanced Composition (3)

Mathematical Competency (9 units)

- MATH 115 College Algebra (3)
- MATH 200 Mathematical Concepts for Elementary Teachers I (3)
- MATH 300 Mathematical Concepts for Elementary Teachers II (3)

Logic (3 units)

- PHIL 101 Introduction to Logic (3) OR
- MATH 160 Logic for Mathematics and Computer Science (3)

Recommended for students whose concentration is in Mathematics

Second Language (0-12 units)

Students must demonstrate third semester competency through coursework or examination. Students interested in the Bi-Lingual Authorization should meet the fourth semester competency in Spanish.

Natural Sciences (10 units)

- CHEM/ PHYS 105 Physical Science for K-8 Teachers (3)
- BIOL 110 Life Science for Educators (3)
(Prerequisite: CHEM/PHYS 105)
- ENVI 110 Introduction to Earth Systems (4)

Social Sciences (6 units)

Select from Anthropology, Communication Studies, Ethnic Studies, Political Science, Psychology or Sociology

The following courses are strongly recommended as preparation for the CSET Exam.

- PSYC 101 Introductory Psychology (3)
- PSYC 314 Developmental Psychology: Childhood and Adolescence (3)

Philosophy (6 units)

- PHIL 341 Ethics and Education (3)

One additional course other than logic or ethics, e.g. PHIL 110, 111, 112, 114, 481, 483

Humanities and the Fine Arts (18 units)

HIST 117	U.S. History to 1877 (3)
HIST 389	History of California (3)
ENGL 231	Children's Literature (3)
MUSC 200	Comprehensive Musicianship for Educators (3)
THEA 155	Theatre in Education (3)
ARTV 350	Art Fundamentals (3)

NOTE: the following course is strongly recommended as preparation for the CSET Exam

EDUC 360	Physical Education in Elementary Schools (3)
----------	--

These courses are recommended as electives when a major has decided to complete their credential coursework as part of a master's program. These are also courses in the new Education Minor.

EDUC 124	Sport and Higher Education (3)
LEAD 162	Outdoor Leadership (3)
COMM 482	Children and Media (3)
EDUC 301	Introduction to Academic Mentoring (3)
EDUC 307	Spanish for Educators (3)
EDUC 337	Adolescent and Children's Literature GLBTQ Communities (3)
SOCI 348	Juvenile Delinquency (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 Evolution (3)
 BIOL 221 Introduction to Organismal Diversity (3)
 BIOL 221L Introduction to Organismal Diversity 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 220 Introduction to Physical Oceanography (4)

Mathematics (13-14 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 (3)
 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 (6 units)

Prerequisite:

SOCI 101D Introduction to Sociology (3)

Choose one:

SOCI 311 Popular Culture (3)
 SOCI 320 U.S. Society (3)
 SOCI 331D Race and Ethnic Relations (3)
 SOCI 350 Social Institutions (3)
 SOCI 357 Inequality and Stratification (3)
 SOCI 363 Urban Sociology (3)
 SOCI 370 Sociology of Education (3)

Anthropology (6 units)

Required:

ANTH 102 Introduction to Cultural Anthropology (3)

Choose one:

ANTH 320D North American Indian Cultures (3)
 ENTH 321D California and Great Basin Indian Cultures (3)
 ANTH 323D Southwest Indian Cultures (3)
 ANTH 327 South American Indian Cultures (3)
 ANTH 328 Caribbean Cultures (3)
 ANTH 370 Indigenous Religions (3)
 ANTH 380 Cultural Diversity (3)

Ethnic Studies (3 units)

Choose one:

ETHN 220D Introduction to African-American Studies (3)
 ETHN 230D Introduction to American Indian Studies (3)
 ETHN 240D Introduction to Chicano/Latino Studies (3)
 ETHN 250D Introduction to Asian American Studies (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 101D American Music (3)
 MUSC 102 Jazz (3)

MUSC 130 Music in Society (3)

Choose one:

MUSC 109 Introduction to Sonic Art (3)

MUSC 140 Music in World Cultures (3)

Choose two:

MUSC 105 Class Piano I (1)

MUSC 107 Class Voice (1)

MUSC 108 Class Guitar (1)

MUSC 150 Chamber Music Ensembles (1)

MUSC 153 Concert Choir (1)

MUSC 155 Jazz Ensemble (1)

MUSC 157 Gamelan Ensemble (1)

MUSC 160-181 Individual Music lessons (1)

MUSC 205 Class Piano II (1)

MUSC 180 Conducting (1)

Spanish Language and Latin American Cultures 15 units; recommended for Bi-Lingual Authorization)

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 Cultural Analysis (3)

SPAN 304 Cultural History 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 340 Voice and Speech (3)

THEA 350 Movement for Actors (3)

THEA 360W Theatre History (3)

THEA 365W Playwriting (3)

THEA 369 Contemporary Theatre (3)

THEA 375C Theatre and Community (3)

THEA 435 Acting III (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 - Teaching Credential Requirements

Credential Option 1: Preliminary Multiple Subject (33 Units)

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

Foundations Block

(must be taken before beginning the Methods Block; these courses may be taken before admission to the Credential Program.

ENGL 318 Development of the English Language (3)

EDUC 381C Multicultural and Philosophical Foundations in a Global Society (3, ~10 practicum hours)

EDUC 382 Psychological Foundations of Education in a Diverse Society (3, ~ 8 observation hours)

Methods Block

(must be completed before beginning Student Teaching; candidates must be admitted to the credential program.

EDUC 385P Elementary Curriculum Methods for Global Classrooms (6 units, 50 hour practicum)

EDUC 383P Methods of Teaching Reading and Language Arts (3, 50 hour practicum)

EDUC 384C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3, 20 hours)

EDSP 389 Healthy Environments and Inclusive Education in a Global Society (3, 5 hours)

Student Teaching Block

(courses taken concurrently)

- EDUC 490P Student Teaching for the Multiple Subject Credential (9 units, full-day, full-time assignment in K-12 school)
- EDUC 490S Student Teaching Seminar for the Multiple Subject Credential (3)

Credential Option 2: Level I Education Specialist Credential: Mild/Moderate

The Preliminary Education Specialist Level I (Mild/Moderate) Credential Program prepares future teachers to serve children, youth, and adults who have special learning or emotional needs. The Education Specialist credential may be used in K-12 resource rooms, special day classes, or alternative settings. The Level I Education Specialist Credential in Mild/Moderate Disabilities, which authorizes teachers to instruct individuals in grades K-12 and adults who have specific learning disabilities, mild/moderate mental retardation, other health impairments, and/or serious emotional disturbance.

Prerequisite Foundations Coursework

- EDSP 389 Health Environments/Inclusive Education in a Global Society (3)
- ENG 318 Development of the English Language (3)

Foundations Block

(should try to complete before beginning Methods Block; The following courses may be taken before admission to the Credential Program)

- EDSP 373 Diverse Family Systems and Transitions (3) Fall only
- EDSP 374 Global Perspectives and Foundations in SPED (3) Fall only
- EDSP 379 Legal, Ethical and Professional Practices in a Diverse Society (2 units) Intersession only

Methods Block Special Education Coursework

These courses can be taken concurrently with Foundation Block and in any order. Must complete prior to Student Teaching

- EDSP 370 Assessment Identification to Transition in Special Education (3) Spring only
- EDSP 371 Management Behavior and Instruction (3) SS August
- EDSP 372 Language Variance and Assistive Technology (3) Spring only
- EDSP 375P Evidence Based Inclusive Practices Mild/Moderate 5-22 (3) Spring semester only

Methods Block General Education Multiple Subject Content Coursework

- EDUC 383P Methods of Teaching Reading & Language Arts (3, 50 hours field work) Fall, Spring
- EDUC 384C Methods of Teaching English Language & Academic Development in Crosscultural Contexts (3, 20 hours field work) Fall, Spring
- EDUC 375P Inclusive Curricula for Learners 5-22 (3) Fall semester only.

Student Teaching Block

(courses taken concurrently)

- EDSP 490P Student Teaching Mild to Moderate Disabilities (6 units, full-day) Fall, Spring

Library Science

Martha Adkins, MA, MLS
 Amy Besnoy, MLS, MA
 Hugh Burkhart, MA, MLIS
 Theresa S. Byrd, MLS, MEd, EdD
 Michael J. Epstein, MA, MLS
 Li Fu, MA, MLIS
 Diane Maher, MA, MLS
 Alma C. Ortega, MLIS, MA
 Steve Staninger, MLS, MA

Library Science Courses (LIBR)**LIBR 101 LIBRARY 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.

LIBR 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

Michel A. Boudrias, PhD, CHAIR

Elizabeth D. Baker Treloar, MS

Hugh I. Ellis, PhD

Sarah C. Gray, PhD

Ronald S. Kaufmann, PhD

Mary Sue Lowery, PhD

Bethany O'Shea, PhD

Nathalie B. Reysn, PhD

Steven P. Searcy, PhD

Drew M. Talley, PhD

Zhi-Yong Yin, PhD

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 a curriculum from a pathway in biology or earth systems. 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

35 units of lower-division courses are required: BIOL 190 and 221/221L, CHEM 151/151L and 152/152L, ENVI 110, MARS 220, 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 427 Marine Environment (3)

MARS 450 Geological Oceanography (4)

MARS 451W Biological Oceanography (4)
(= BIOL 451W)

MARS 452 Marine Geochemistry (4)

Capstone Experience – at least two units of practical experience in MARS 496, 498, 499, or an equivalent course and MARS 495, Senior Seminar (1) for a total of three units.

Note: Practical experience units must be completed at least one semester before taking MARS 495.

A maximum of three units in addition to capstone requirements of MARS 496, 497, 498 and 499 may be used in any combination to satisfy course requirements of the major.

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)

Preparation for the pathway (11 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 464 Marine Community Ecology (4)

MARS 468 Marine Ecology (3)

Organismal Biology:

BIOL 342 Microbiology (4)

BIOL 350 Invertebrate Zoology (4)

MARS 462 Biology of Fishes (3)

MARS 465 Marine Mammals (3)

Physiology/Molecular Biology:

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)

Note: Certain courses offered abroad may satisfy upper division elective requirements.

2. Earth Systems Pathway (18-22 units)

Preparation for the pathway (10 units)

ENVI 314 Introduction to Maps and Spatial Data Analysis (3)

MATH 120 Introduction to Statistics (3)

MARS 474/474L History of the Earth and Climate (4)

Upper-Division Electives (8-12 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)

Certain additional prerequisites are required for Upper-Division Core Courses.

Marine Science Minor

Because of the prerequisites and orientation of the courses in marine science, this minor is intended for students majoring in the natural sciences. A minimum of 19 units are required, eleven of which are Upper-Division Units, including:

Lower Division Preparation

MARS 220 Introduction to Physical Oceanography (4)
AND

ENVI 110 Introduction to Earth Systems (4)

Certain additional prerequisites are required for Upper-Division Core Courses.

Upper-Division Core

MARS 427 Marine Environment (3)

and take two of the following:

MARS 450 Geological Oceanography (4)
MARS 451W Biological Oceanography (4)
MARS 452 Marine Geochemistry (4)

Marine Science Courses (MARS)

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 the marine science 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.

Recommended Program of Study, Biology Pathway**Freshman Year
Semester I**

BIOL 190 (3)
or MARS 220 (4)
or ENVI 110 (4)
CHEM 151/151L (4)
MATH 150 (4)
CC or Electives (3-6)

Semester II

BIOL 190 (3)
or MARS 120 (4)
or ENVI 110 (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)
MARS 496, 498 or 499 (1)
PHYS 137 (4)
Pathway elective (3-4)

Semester II

MARS 496, 498 or 499 (1)
Pathway elective (6-8)
CC or Electives (8-11)

**Senior Year
Semester I**

MARS 451W (4)
MARS 495 (1)
Pathway elective (3-4)
CC or electives (8-10)

Semester II

Pathway elective (3-4)
Pathway elective (3-4)
CC or Electives (3-6)

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.

MARS 220 INTRODUCTION TO PHYSICAL OCEANOGRAPHY (4)

The chemistry and physics of sea water, its circulation and physical properties; air-sea interactions; tides; currents; waves; and shoreline processes. This course is intended for students majoring or minoring in marine science or minoring in environmental studies. Three hours of lecture and one laboratory per week. Prerequisite: Concurrent enrollment in CHEM 111 or 151/151L, or consent of instructor. Every semester.

MARS 294 SPECIAL TOPICS IN MARINE SCIENCE (2-4)

Topics of special interest and/or unique opportunity at the Lower-Division Level. Prerequisites: Dependent on topic or consent of the instructor.

MARS 427 MARINE ENVIRONMENT (3)

A study of how humans threaten the stability of our oceans. Topics include ocean-climate interactions, marine pollution, utilization of marine resources, and marine conservation. Students participate in at least one weekend community service project. Three hours of lecture per week. Fall semester. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 or MARS 220, and BIO 221/221L or ENVI 112 or ENVI 121 or consent of instructor.

MARS 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 paleoceanography. Three hours of lecture and one laboratory per week; some weekend field trips may be

required. Fall semester. Prerequisites: BIOL 221/221L, ENVI 110, MARS 220, and MATH 115.

MARS 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 hours of lecture and one laboratory per week. Fall semester. Prerequisites: BIOL 190, 221/221L, and 300. Cross-listed as BIOL 451W.

MARS 452 MARINE GEOCHEMISTRY (4)

This course begins by tracing the path of material sources to the ocean reservoir; from river, groundwater, atmospheric and hydrothermal vent pathways. A significant emphasis is placed on chemical processes in the ocean reservoir, such as trace metal and carbonate equilibrium concluding with an assessment of sediment redox chemistry and diagenesis. Three hours of lecture and one laboratory per week. Spring semester. Prerequisites: CHEM 152/152L, MARS 220, MATH 150, and PHYS 137 or 271.

MARS 462 BIOLOGY OF FISHES (4)

This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Prerequisite: BIOL 300 or equivalent. Three hours of lecture and one laboratory per week.

Recommended Program Of Study, Earth Systems Pathway

**Freshman Year
Semester I**

BIOL 190
or MARS 220 (3-4)
or ENVI 110 (4)
CHEM 151/151L (4)
MATH 120 (3)
CC or elective (3-6)
Semester II
BIOL 190
or MARS 220 (3-4)
CHEM 152/152L (4)
ENVI 110 (4)
CC or elective (3-6)

**Sophomore Year
Semester I**

ENVI 314 (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 496 or 498 (1)
MARS 427 (3)
MARS 450 (4)
Pathway elective (3-4)
CC or electives (6-9)
Semester II
MARS 496 or 498 (1)
MARS 474 (3)
MARS 474L (1)
Pathway elective (3-4)
CC or electives (9-12)

**Senior Year
Semester I**

MARS 451W (4)
MARS 495 (1)
CC or electives (9)

Semester II

MARS 452 (4)
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.

MARS 464 MARINE COMMUNITY ECOLOGY (4)

This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods, and expose students to the diversity of coastal marine environments in the San Diego area. Students will read and discuss classic marine ecology papers, and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semester-long research project. Three hours of lecture and one laboratory per week. Spring semester. Prerequisites: BIOL 190, 221/221L, and 300.

MARS 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.

MARS 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 hours of lecture and one laboratory per week. Prerequisites: ENVI 104/104L OR ENVI 110 OR ENVI 170 and MATH 120, or consent of instructor.

MARS 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 hours of lecture per week. Prerequisites: ENVI 110, or consent of instructor.

MARS 474L HISTORY OF THE EARTH AND CLIMATE LABORATORY (1)

A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; correlation and sequence stratigraphy; d) radiometric dating, and e) isotopic proxies of climate. The laboratory may include field trips.

Prerequisite: ENVI 110, MATH 115 or higher and concurrent registration in MARS 474, or consent of instructor

MARS 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 hours of lecture per week. Prerequisites: PHYS 136 and 137, or consent of instructor.

MARS 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.

MARS 494 SPECIAL TOPICS IN MARINE SCIENCE (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.

MARS 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 the student's pathway. Enrollment for credit is limited to, and required of, all senior students majoring in marine science. Prerequisites: Completion of two units of MARS 496, 498, or an equivalent course. Every semester.

MARS 496 RESEARCH (1-3)

Students develop and/or assist in research projects in various fields of marine science under the supervision of a faculty member in Marine Science and Environmental Studies. Prerequisite: Approval of the faculty research supervisor is required. Every semester.

MARS 497 UNDERGRADUATE LABORATORY ASSISTANT (1)

Assist laboratory instructor in all aspects of a Marine Science laboratory. Prerequisite: consent of instructor. Pass/fail only. Every semester.

MARS 498 INTERNSHIP (1-3)

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. The department internship coordinator should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the instructor or the chair of Marine Science and Environmental Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Pass/fail only. Every semester.

MARS 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

Perla Myers, PhD, CHAIR
 Dwight R. Bean, PhD
 Jane E. Friedman, PhD
 Jennifer Gorsky, PhD
 Diane Hoffoss, PhD
 Eric Jiang, PhD
 Simon G. M. Koo, PhD
 Stacy Langton, PhD
 Luby Liao, PhD
 Lynn McGrath, PhD
 Cameron Parker, PhD
 Jack W. Pope, PhD
 Lukasz Pruski, PhD
 Michael Shulman, PhD
 Ani Velo, PhD
 Jeff Wright, PhD

Mathematics Placement

For students to succeed in mathematics courses, it is important that they have the proper background. Students will be placed into their first math course at USD based on their SAT/ACT score. A student may take our mathematics placement exam in order to be placed into a higher level course the SAT/ACT score will allow. Students can take the placement exam at most twice during any 12 month period.

An exception to the above is: students who have either 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 will have fulfilled their core mathematics requirement, and will be placed into future mathematics courses at USD based on those scores.

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.

Preparation for the Major

COMP 150; MATH 150, 151, 160*, 250; PHYS 270; one of COMP 151, PHYS 271 or ECON 380

Major Requirements

In order to obtain a major in mathematics, the student must satisfy the core curriculum requirements as set forth in this course catalog and complete the following courses:

MATH 320 (3)
 MATH 350 or 361 or 380 (3)
 MATH 360 (3)
 MATH 375 or 385 (3)

Upper division mathematics electives (chosen from courses numbered 300 or above except for Math 300, 305, 405 and 498) (12 units)

At least 15 of the Upper-Division Units in the major must be completed at USD.

Secondary Education Emphasis

Students interested in obtaining the Single Subject Teaching Credential in mathematics are required to major in mathematics with a secondary education emphasis.

Preparation for the Major

COMP 150; MATH 115 (or the Level 2 placement exam), 120, 150, 151, 160*, 250; PHYS 270

Major Requirements

For the mathematics major with secondary education emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

MATH 305 (2)
 MATH 320 (3)
 MATH 325W (3)
 MATH 350 (3)
 MATH 360 (3)
 MATH 375 (3)
 MATH 380 (3)
 MATH 405 (3)

Upper-Division Mathematics Electives (chosen from courses numbered 300 or above except for Math 300*(6))

At least 15 of the Upper-Division Units in the major must be completed at USD.

To obtain the professional preliminary teaching credential, consult the School of Leadership and Education Sciences for further requirements.

Applied Emphasis

The mathematics department also offers a major in mathematics with an applied emphasis.

Preparation for the Major

COMP 150; MATH 150, 151, 160*, 250; PHYS 270

Major Requirements

For the mathematics major with applied emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

MATH 320 (3)
 MATH 330 (3)
 MATH 340 (3)
 MATH 350 (3)
 MATH 445 (3)
 MATH 495W (1)
 MATH 496W (2)

Two Upper-Division Electives** chosen from MATH 331, 341, 351, 360, or 365 (6 units)

One additional upper division elective (chosen from courses numbered 300 or above except for Math 300, 305, 405, and 498) (3 units)

At least 15 of the Upper-Division Units in the major must be completed at USD.

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 – Real Analysis 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 six units of upper division work as well as MATH 150, 151, and either MATH 160 or MATH 250.

Recommended Program of Study, Mathematics

Freshman Year Semester I

Preceptorial (3)
 COMP 150 (3)
 MATH 150 (4)
 MATH 118 (1) (if needed)
 CC (6)

Semester II

MATH 151 (4)
 MATH 160 (3)
 PHYS 270 (4)
 CC (3 or 6)

Sophomore Year Semester I

MATH 250 (4)
 COMP 151 (3) or
 PHYS 271 (4)
 CC (6-9)

Semester II

MATH 320 (3)
 CC (12-15)

Junior Year Semester I

Upper-Division MATH (6)
 CC, Minor, or
 electives (9-12)

Semester II

Upper-Division MATH (6)
 CC, Minor, or
 electives (9-12)

Senior Year Semester I

Upper-Division MATH (6)
 CC, Minor, or
 electives (9-12)

Semester II

Upper-Division MATH (3)
 CC, Minor, or
 electives (12-15)

Mathematics Courses (MATH)**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 three 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.

MATH 112 INVESTIGATIONS IN MODERN MATHEMATICS (3)

This core curriculum mathematics course provides a less algebraic alternative to MATH 115 for those students 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, topology, geometry, and recursion. Note 1: This course does not serve as a prerequisite to MATH 120, MATH 130, MATH 150, or MATH 200. Prerequisite: MATH 090 or equivalent with a grade of C– or better, or pass Level 1 mathematics placement exam.

MATH 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 or equivalent with a grade of C– or better, or pass Level 1 mathematics placement exam.

MATH 118 ESSENTIALS OF TRIGONOMETRY (1)

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions.

MATH 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.

MATH 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 does 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.

MATH 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, or pass Level 2 mathematics placement exam. Students without a solid trigonometry background are strongly recommended to take MATH 118 prior to or concurrently with MATH 150.

MATH 151 CALCULUS II (4)

Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references. Prerequisite: MATH 150 or equivalent with a grade of C– or better.

MATH 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 core curriculum requirement.

Recommended Program of Study Mathematics, Applied Emphasis**Freshman Year
Semester I**

Preceptorial (3)
MATH 150 (4)
MATH 118 (1)
(if needed)
MATH 160 (3)
CC (6)

Semester II

MATH 151 (4)
PHYS 270 (4)
CC (6-9)

**Sophomore Year
Semester I**

MATH 250 (4)
COMP 150 (3)
CC and electives (9)

Semester II

MATH 320 (3)
COMP 151 (3)
CC and electives (9-12)

**Junior Year
Semester I**

MATH 330 (3)
MATH 350 (3)
CC, Minor, and electives (9-12)

Semester II

Upper-Division MATH (6)
CC, Minor, and electives (9-12)

**Senior Year
Semester I**

MATH 445 (3)
MATH 495W (1)
Upper-Division MATH (3)
CC, Minor, and electives (9)

Semester II

MATH 496 W (2)
Upper-Division MATH (3)
CC, Minor, and electives (9-12)

MATH 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 with a grade of C– or better.

MATH 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 with a grade of C– or better.

MATH 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 with a grade of C– or better.

MATH 305 SEMINAR IN TEACHING MATHEMATICS (2)

Senior seminar for single subject credential students in mathematics. Issues in mathematics education including: Contribution to mathematics by men and women of various ethnic, racial, and cultural groups; equity considerations in mathematics education; variations in how students learn mathematics; diverse methods of communication and assessment in mathematics; and practical aspects of teaching diverse students. Students will be required to do

some tutoring in mathematics. This course does not count toward the minor in mathematics or toward the upper division mathematics electives of the mathematics major (even for the secondary education emphasis).

MATH 310 APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING I (3)

Matrix algebra, ordinary differential equations, and operational techniques. Prerequisite: MATH 151. Students may not take MATH 310 concurrently with MATH 330 or after having taken MATH 330.

MATH 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 and 310. Students may not take MATH 311 concurrently with MATH 331 or after having taken MATH 331.

MATH 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.

MATH 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 Program of Study Mathematics, Secondary Education Emphasis

**Freshman Year
Semester I**

Preceptorial (3)
MATH 115 or MATH 150 (4)
MATH 118 (1) (if needed)
CC (9)

Semester II

MATH 120 (3)
MATH 150 or 151 (4)
COMP 150 (3)
CC (6)

**Sophomore Year
Semester I**

MATH 151 or 250 (4)
MATH 160 (3)
MATH 305 (2)
CC and electives (6)

Semester II

[MATH 250 (4)]
MATH 320 (3)
PHYS 270 (4)
CC, SOLES, and
electives (6-9)

**Junior Year
Semester I**

Upper-Division MATH (6)
CC, SOLES,
and electives (9-12)

Semester II

Upper-Division MATH (6)
CC, SOLES,
and electives (9-12)

**Senior Year
Semester I**

Upper-Division MATH (6)
CC, SOLES,
and electives (9-12)

Semester II

Upper-Division MATH (6)
CC, Minor,
and electives (9-12)

recommended that students take MATH 160 before taking MATH 320.

MATH 325W HISTORY OF MATHEMATICS (3)

Selected topics from the history of mathematics. The course includes a variety of writing assignments. Emphasis is on the history of mathematical ideas, rather than on personalities or social background. Prerequisite: MATH 250.

MATH 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.

MATH 331 PARTIAL DIFFERENTIAL EQUATIONS (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prerequisite: MATH 330.

MATH 340 NUMERICAL ANALYSIS I (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.

MATH 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. Cross-listed as COMP 341.

MATH 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.

MATH 351 MATHEMATICAL STATISTICS (3)

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prerequisite: MATH 350.

MATH 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.

MATH 360-361 REAL ANALYSIS I AND II (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.

MATH 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.

MATH 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 151, or consent of instructor.

MATH 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 151, or consent of instructor.

MATH 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.

MATH 385 TOPOLOGY (3)

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness. Prerequisites: MATH 160 and 250, or consent of instructor.

MATH 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 151, or consent of instructor.

MATH 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. (May be taken twice for credit.)
Prerequisite: MATH 151.

MATH 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 future mathematics high school teachers, in which they look at topics in high school mathematics from an advanced viewpoint. Connections between mathematics topics and between basic and more advanced mathematics will be emphasized. This course does not count toward the minor in mathematics or toward the upper division mathematics electives of the mathematics major (even for the secondary education emphasis).

MATH 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 and 330, or consent of the instructor.

MATH 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.

MATH 495W SENIOR PROJECT 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 445 (can be taken concurrently) and consent of the instructor.

MATH 496W SENIOR PROJECT 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.

MATH 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 three units.

MATH 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.

Medieval and Renaissance Studies

Michael Agnew, PhD, COORDINATOR

One of the most foundational periods in the formation of the modern world, the Middle Ages witnessed the development of the Church, fundamental currents in philosophy and theology, the establishment of Europe's first universities, the growth of the continent's major cities, the flourishing of Romanesque and Gothic art and architecture, and complex interactions with the wider world. Emerging out of the Medieval world, the Renaissance and Early Modern periods were shaped by the invention of the printing press and the growth of lay literacy, the development of Humanism and the furthering of modern scientific and philosophical inquiry, religious and ideological upheaval, the creation of the first modern nation-states, Europeans' encounters with previously unknown civilizations, and the creation of the first truly global economy. The complexity of this long stretch of history, remarkable for its accomplishments but also characterized by violence and intolerance, cannot be adequately accounted for by a single discipline. A minor in Medieval and Renaissance Studies provides students with a solid grounding in the historical context for many of the major cultural and intellectual developments that contributed to the foundations of our modern global society.

Requirements:

18 units total, comprised of six units of lower-division and 12 units of upper division coursework. A minimum of three academic disciplines must be represented in this total.

Lower Division:

Students must take HIST 103, The Medieval World. The other lower-division course may be chosen from the following:

ARTH 133	Introduction to Art History I
ARTH 134	Introduction to Art History II
ARTH 136	The Year 1500: A Global History of Art and Architecture
ENGL 280	Introduction to Shakespeare

HIST 108	The Atlantic World, 1500-1700
HIST 109	The Pacific World, 1500-1700
PHIL 271	History of Medieval Philosophy
THRS 116	Introduction to Biblical Studies

Upper Division:

ANTH 339	Post-Medieval Seafaring and Empire
ANTH 362	Piracy in the New World
ENGL 300	British Literature to 1800
ENGL 310	Dante
ENGL 312	Studies in Medieval Literature
ENGL 314	Chaucer
ENGL 324	Renaissance Drama
ENGL 326	Renaissance Studies
ENGL 328	Milton
ENGL 332	Restoration and Eighteenth-Century Studies
ENGL 334	Restoration and Eighteenth-Century Drama
ENGL 420	Advanced Studies in Shakespeare
FREN 320	Survey of French Literature I: Middle Ages to the 18th Century
HIST 321	The Fall of the Roman Empire, 250-1050
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	Medieval Women
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	Renaissance Europe
HIST 346	Topics in Medieval and Early Modern Europe
HIST 353	Spain to 1820
HIST 357	Topics in Russian and East European History
HIST 360	Colonial Latin America
HIST 382	The Spanish Southwest
HIST 386	The Pacific Ocean in History
MUSC 330	Music History I: Antiquity-1600 (Euripides-Monteverdi)
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
PHIL 467	Studies in Renaissance Philosophy
PHIL 471	Studies in Medieval Philosophy
SPAN 422	Studies in Medieval Spanish Literature
SPAN 423	Studies in Spanish Literature of the Golden Age
SPAN 424	Don Quijote
THRS 354	The Medieval Church
THRS 355	The Reformation Era

Relevant 394/494 and other topics courses or Honors courses in Anthropology, Art History, English, French, German, History, Latin, Music, Philosophy, Spanish, or Theology and Religious Studies, to be approved by the program coordinator, may also satisfy the Upper-Division Requirements.

Music

David Harnish, PhD, CHAIR
 Christopher Adler, PhD
 Edwin Basilio, EdD
 Kay Etheridge, DMA
 Marianne Richert Pfau, PhD
 Ronald Shaheen, PhD
 Angela Yeung, PhD

The mission of the Department of Music is to educate and prepare all students with musical interest 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 degree in music with an option for emphasis in performance, music theory, composition, or music history and culture. Our ensembles are open to all students, regardless of their major and/or minor.

The department of music 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. The department of music also hosts a one-week summer chamber music festival on campus every July.

For more information about the music department go to 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, composition, music history, and solo and ensemble performance. Music majors choose a General Music Major or a Music Major with Emphasis.

Preparation for the Major

All majors are required to complete the following courses (26 units):

Theory/Composition: MUSC 120, 205, 210, 211, 220, 221

History/Culture: MUSC 130; and one course from MUSC 101D, 102D, 103, 109, 140

Performance: Four semesters of individual music lessons (main instrument or voice); and Four semesters of a performance ensemble, to be chosen from MUSC 150/350, 153/353, 154/354, 155/355, or 157/357; Choral Scholars must take MUSC 152/352

The General Music Major

The General Music Major is suitable for students who wish to obtain a sophisticated appreciation and understanding of music and gain proficiency in the creation and performance of music without an emphasis in one area.

In order to obtain a General major in music, the student must satisfy the core curriculum requirements as set forth in this course catalog, and enroll in at least 25 units of upper division elective courses in Music, and complete the following requirement in the History/Culture area:

Two courses from MUSC 330, 331, 332.

The Music Major with Emphasis

The Music Major with Emphasis is suitable for students who wish to pursue a career or advanced study in the music field. The student selects an emphasis in Performance, Music History and Culture, Composition, or Theory. Entrance into the Performance Emphasis requires an audition by the end of the first year of study. Other emphases should be declared by the beginning of the third year of study.

In order to obtain a major in music with emphasis, the student must satisfy the core curriculum requirements as set forth in this course catalog, enroll in at least 25 units of upper division elective courses in Music, and complete the following courses and the emphasis requirement below:

Theory/Composition: MUSC 420, and two from MUSC 310, 320, 321, 424, 494.

History/Culture: two from MUSC 333W, 340, 440W, 441, 442, 444D, 493.

MUSC 495 Senior Project (1) in the area of emphasis

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 Emphasis

Must take one additional upper division course in music theory (MUSC 310, 320, 321, 424 or 494).

Composition Emphasis

Must take MUSC 411, 412 and 413, or substitute independent studies for each, prior to enrollment in MUSC 495 Senior Project.

History/Culture Emphasis

Must take one additional upper division seminar in Music History/Culture (MUSC 333W, 340, 440W, 441, 442, 444D or 493)

The Music Minor

Students may choose the Comprehensive Minor for a balanced experience in the fundamentals of music, or a more flexible General Minor that is comprised largely of electives.

The Comprehensive Music Minor

Take 26 units in Music including the following courses:

- Theory/Composition: MUSC 120, 205, 210, 211, 220, 221.
- History/Culture: MUSC 130; one course from MUSC 101D, 102D, 103, 109, 140; and one from MUSC 330, 331, 332
- Two semesters of a performance ensemble, to be chosen from MUSC 150/350, 153/353, 154/354, 155/355, or 157/357; Choral Scholars must take MUSC 152/352.
- Three additional units in Music.

The General Music Minor

Take 26 units in Music including the following courses:

- Theory/Composition: Music 120
- History/Culture: MUSC 130 and 140
- Two semesters of a performance ensemble, to be chosen from MUSC 150/350, 153/353, 154/354, 155/355, or 157/357.
- One upper division course in Theory/Composition or History/Culture (3 units)
- 12 additional units in Music.

Music Courses (MUSC)

MUSC 101D AMERICAN MUSIC (3)

This course will explore a variety of musical styles and practices from the late 1800s to the present, including blues, jazz, folk, rock, musical theater, art music, and the many faces of popular music. Historical and cultural aspects will be examined in order to better understand how political events, cultural values, social norms, and racial and gender discrimination influenced each of these musical styles. Topics will include nationalism in post-war years, lyrical sexism in popular music, Tin Pan Alley and the greatest years of American songwriting, the rise of rock 'n roll, folk music as protest, and the golden age of the American musical. How are all of these styles linked together as forms of American music, and when does music in America become American music. No previous musical training is necessary. This course fulfills a core curriculum requirement under Fine Arts.

MUSC 102D JAZZ (3)

This course examines the nature and history of jazz in America from its roots to the present. In contrast to Western European music, American jazz traces its history primarily through the performances of individual artists; the performers are the creators of jazz. The lives and contributions of legendary musicians such as Louis Armstrong, Duke Ellington, Charles Parker, Miles Davis, John Coltrane and Ornette Coleman will be profiled. The geographical, socio-political and religious context will be considered in order to better understand the development of each musical style. This course fulfills a core curriculum requirement under Fine Arts.

MUSC 103 MUSIC FOR THE STAGE (3)

A survey course that examines the history and masterworks of music-theater, beginning with the birth of opera but concentrating on the role of music-theater in the United States. The course includes discussion of important aesthetic, social, and musical developments that shaped music-theater in the last 500 years, while examining the ever-changing balance in the importance of text, music, and spectacle. Reading, writing, listening, and concert attendance required. This course fulfills the core curriculum requirement for Fine Arts.

MUSC 105 CLASS PIANO I (1)

Designed for students with no prior keyboard training. Study of notation, keys, scales, chords, and elementary piano repertoire. Class sessions will include ensemble playing, sight reading, melodic harmonization, improvisation and individual coaching on theory, technique and repertoire. Students will be expected to practice five

days a week in order to be prepared for each class session. May be repeated for credit up to 2 units.

MUSC 107 CLASS VOICE (1)

Voice study in a classroom environment for all levels of singers. Students will be introduced to the elements of classical vocal technique, which they will apply in the performance of classical and musical theater repertoire. Fee required to pay for accompanist. May be repeated for credit up to two units.

MUSC 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 up to two units.

MUSC 109 INTRODUCTION TO SONIC ARTS (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 and may be taken to fulfill a major or minor requirement.

MUSC 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. This course fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

MUSC 130 MUSIC IN SOCIETY (3)

An introduction to musical terminology, followed by a survey of classical music from the Middle Ages to the present, focusing on the social, political, and religious function of music in its society. Reading, writing, listening, and concert visits required. This course fulfills the core curriculum requirement for Fine Arts.

MUSC 140 MUSIC IN WORLD CULTURES (3)

This course explores music as an aspect of human culture focusing on selected non-Western music styles from Asia, Africa, and the Americas. It examines broad historical, cultural, and social contexts of music and contributes to cross-cultural understanding. Students study local, regional, national and global values of music; become familiar with traditional, religious, folk, art, and popular musical styles of several countries; and acquire active listening skills and a mastery of music terms. They examine the roles of the media, politics, religion, gender, and popular trends on expressive culture, and explore the interdisciplinary nature of music and the connections between the arts and human values. This course fulfills the core curriculum requirement for Fine Arts.

MUSC 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. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Fine Arts. Go to www.sandiego.edu/music for more information.

MUSC 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. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills a core curriculum requirement.

MUSC 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. May be repeated for credit without limit. Go to www.sandiego.edu/choralscholars for complete information.

MUSC 153/353 CONCERT CHOIR (1)

A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit without limit. Go to www.sandiego.edu/music for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

MUSC 154/354 OPERA WORKSHOP (1)

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit. Go to www.sandiego.edu/music for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

MUSC 155/355 JAZZ ENSEMBLE (1)

Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. No audition or fee required. Individual lessons on enrolled instrument available each semester. May be repeated for credit without limit. Go to www.sandiego.edu/music for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

MUSC 157/357 GAMELAN ENSEMBLE (1)

This hands-on performance course focuses on the technique and performance of gamelan (a bronze percussion orchestra from Bali, Indonesia) as an exploration of Asian communal music making. The gamelan angklung students will play is a four-toned village ensemble consisting of metal xylophones, gong chimes, cymbals, gongs, and drums. The course introduces students to the gamelan instruments, the techniques of performance, the gamelan's performance practice, and its cultural role within Bali, greater Indonesia, and Southeast Asia. Class activity may include selected readings and video presentations. The course culminates in a final concert in which all students participate. Go to www.sandiego.edu/music for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts. May be repeated for credit.

**MUSC 160-181/ INDIVIDUAL MUSIC LESSONS (1)
360-381**

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 Concert Choir. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. Music majors, chamber music students, and vocalists in the Choral Scholars have the fee for one Individual Music Lesson enrollment reimbursed each semester. A fee of \$540 for music minors and non-music majors may be required. The department of music provides accompanists for juries and one rehearsal; students 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 and advanced

performers only. Audition into the performance emphasis is required. May be repeated for credit without limit.

160/360	Piano
161/361	Voice
162/362	Strings: violin
163/363	Strings: viola
164/364	Strings: violoncello
165/365	Strings: 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	Early Music Performance Practice (winds)
177/377	Early Music Performance Practice (strings)
178/378	Guitar
179/379	Pipe organ/harpsichord
180/380	Conducting
181/381	Improvisation

MUSC 200 COMPREHENSIVE MUSICIANSHIP FOR EDUCATORS (3)

The purpose of the course is to provide future teachers with the knowledge, skills, and confidence to successfully teach music in the elementary classroom, for Liberal Studies Majors. The major components are music literacy through basic musical notation reading and composition, music performance skills in singing, conducting, playing keyboards, handbells, autoharps, and pedagogical considerations for teaching music to children. Classroom observations or a teaching practicum is required. No previous musical experience necessary. Prerequisite: Approval of instructor or Liberal Studies advisor required.

MUSC 205 CLASS PIANO II (1)

Designed for students with elementary piano reading skills. Sight reading, harmonization, transposition, improvisation, and piano technique and repertoire. Students are challenged to perform with good tone quality, rhythmic accuracy, melodic phrasing, dynamic contrasts, nuance, and a sense of imagination. Prerequisite: MUSC 105, 120 or consent of instructor. May be repeated for credit.

MUSC 210 AURAL AND KEYBOARD SKILLS I (1)

Practical application of Harmony I; must be taken concurrently with MUSC 220.

MUSC 211 AURAL AND KEYBOARD SKILLS II (1)

Practical application of Harmony II; must be taken concurrently with MUSC 221.

MUSC 220 HARMONY I (3)

Elementary harmony and composition; study of figured bass, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analysis. Prerequisite: MUSC 120 or consent of instructor; must be taken concurrently with MUSC 210.

MUSC 221 HARMONY II (3)

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, composition in small forms, and introduction to 20th-century techniques. Prerequisite: MUSC 220 or consent of instructor; must be taken concurrently with MUSC 211.

MUSC 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.

MUSC 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 221 or consent of instructor.

MUSC 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 221 or consent of instructor.

MUSC 330 MUSIC HISTORY I: ANTIQUITY-1600 (EURIPIDES-MONTEVERDI) (3)

A historical survey of music 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, analytical writing, live concert visits. Prerequisite: MUSC 130 or consent of instructor.

MUSC 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, analytical writing, live concert visits. Prerequisite: MUSC 130 or consent of instructor.

MUSC 332 MUSIC HISTORY III: 1830-PRESENT (SCHUBERT TO PHILIP GLASS) (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, analytical writing, live concert visits. Prerequisite: MUSC 130 or consent of instructor.

MUSC 333W PRO-SEMINAR IN MUSICOLOGY (3)

Changing topics, e.g. Musical Manuscripts; Bach's Cantatas; Early Music Performance Practices; Choral Music Literature). May be repeated for credit when topics change. Pre-requisite: one from MUSC 330, 331, 332, or consent of instructor.

MUSC 340 TOPICS IN WORLD MUSIC (3)

This course explores the relationships between music and culture in a global context, surveying the musical application of topics such as cultural identity, nationalism, politics, religion, aesthetics, border crossings, gender, race, economics, copyright law, cultural appropriation, and technology. Case studies from around the world are examined in depth through readings, listenings, and live performances.

MUSC 411 COMPOSITION STUDIO 1 (1)

Individual free composition. Weekly meetings of Studio for presentation and critique of work-in-progress, collaborative performances of drafts, and planning and preparation for annual Student Composers Concert. Study of manuscript and computer notation, professional score and part preparation, selected topics in contemporary music and composition. Offered every Fall. May be repeated for credit. Enrollment required in junior year for composition emphasis majors. Prerequisite: MUSC 210 and 220.

MUSC 412 COMPOSITION STUDIO 2 (1)

Individual free composition, continues MUSC 411. Collaborate in production of Student Composers Concert. Presentation of Senior Project proposal. Offered every Spring. May be repeated for credit. Enrollment required in junior year for composition emphasis majors. Prerequisite: MUSC 211 and 221.

MUSC 413 COMPOSITION STUDIO 3 (1)

Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every

Recommended Program of Study, Music

**Freshman Year
Semester I**

MUSC 120 (3)
100-level History/
Culture (3)
1 Ensemble (1)
1 Individual Lesson (1)
CC or electives (6-9)

Semester II

MUSC 210 (1)
MUSC 220 (3)
100-level History/
Culture (3)
1 Ensemble (1)
1 Individual Lesson (1)
CC or electives (6-9)

**Sophomore Year
Semester I**

MUSC 211 (1)
MUSC 221 (3)
300-level History/
Culture (3)
1 Ensemble (1)
1 Individual Lesson (1)
CC or electives (6-9)

Semester II

MUSC 205 (1)
Upper-Division Theory/
Composition (3)
300-level History/
Culture (3)
1 Ensemble (1)
1 Individual Lesson (1)
CC or electives (6-9)

**Junior Year
Semester I**

Upper-Division Theory/
Composition (3)
Upper-Division History/
Culture (3)
1 Ensemble (1)
1 Individual Lesson (1)
CC or electives (6-9)

Semester II

Upper-Division History/
Culture (3)
MUSC 420 (3)
1 Ensemble (1)
1 Individual Lesson (1)
Electives (6-9)

**Senior Year
Semester I**

Upper-Division Music or
Independent Study (3)
1 Ensemble (1)
1 Individual Lesson (1)
Electives (9-12)

Semester II

MUSC 495 (1)
Upper-Division Music (3)
1 Ensemble (1)
1 Individual Lesson (1)
Electives (9-12)

Fall. Prerequisite: MUSC 310 and 412 and declared composition emphasis.

MUSC 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.

MUSC 424 ART AND THE SOUNDSCAPE (3)

Artistic and scholarly investigation into the soundscape — the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross listed as ARTV 424. Recommended prerequisite: MUSC 109/ARTH 109.

MUSC 440W TOPICS IN ETHNOMUSICOLOGY (3)

This course explores and applies the current issues within the field of Ethnomusicology, and may include critical examinations of the field itself, theoretical approaches toward world musics, or conceptual areas—identity, cultural politics, religion, class, race, gender, exoticism, hybridity—in contexts both local and global. Issues within the field are examined in depth through readings, listenings, discussions, and live performances.

MUSC 441 BACH, BEETHOVEN, BRAHMS (3)

Three major composers of far-reaching influence. We will study their contributions to solo, chamber, orchestral and vocal genres, and consider their secular music for entertainment at court and in the concert hall, their sacred music for worship and private edification, and their music for the theater stage. Focus will be on musical style characteristics, esthetic principles, philosophical perspectives, and historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course.

MUSC 442 OPERA (3)

Focus will be on the evolution of opera in music history, in chronological order, as seen through contemporary documents. These documents include memoirs, letters, histories, polemical writings, reviews, biography essays, and poetry. Such historical responses to opera illustrate changing attitudes of successive generations of opera lovers to the art form, as well as demonstrate the impact contemporary views have had on composers of opera and on operatic developments themselves. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course.

MUSC 444D THE BEBOP ERA (3)

This course is designed to study the musical and social history of the bebop era. The focus will be on examining how the inherent qualities of the music itself (an unprecedented creative freedom expressed through virtuosic improvisations and a newly complex harmonic language) are a direct result of the basic human rights and privileges that these artists were denied due to color and/or gender. In other words, the bebop era represents both a stylistic evolution and a social revolution. The musical pioneers such as Charlie Parker, Dizzy Gillespie, and Thelonious Monk will be thoroughly studied. Additional topics: why bebop music was always considered outside the mainstream of popular music; why commercialism was considered a corrupting influence on the artist; how bebop influenced jazz in the '50s and '60s. Live performances. This course fulfills the diversity experience requirement. No previous musical training necessary.

MUSC 493 SPECIAL TOPICS IN MUSIC HISTORY (3)

Changing inter-disciplinary topics, e.g. Music and Faith; Women in Music; Music and Politics; Music and Poetry; Music and USD's Print Collection; may be repeated for credit when topics change. Fulfills an upper division elective requirement in the history/culture area. Prerequisites may apply.

MUSC 494 SPECIAL TOPICS IN MUSIC THEORY/ COMPOSITION (3)

An examination of selected topics in depth, with extensive analytical or creative opportunities. Previous courses have included Post-Tonal Music, Rhythm and Time. May be repeated for credit when topic changes. Prerequisites may apply.

MUSC 495 SENIOR PROJECT (1)

Public presentation during the senior year of a solo recital, the performance of a substantial original composition, a written research project or analytical study, under the

direction of a faculty supervisor. For Music majors only, according to area of emphasis. General music majors may design a senior project or conduct service learning in consultation with faculty advisor. This course should be taken in the final semester of the degree program.

MUSC 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 department director required.

MUSC 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 department director required.

Peace and Justice Studies

Yi Sun, PhD, DIRECTOR (2012-2013)

Kathryn C. Statler, PhD, DIRECTOR (2013-2014)

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 (three units), upper division distribution requirements (12 units), and a capstone seminar (three units). Students are required to meet with the program director 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 links 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 three unit core curriculum history requirement, three units of the history major lower-division requirement, and the three 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 PJS 101 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; THRS 112 – Introduction to World Religions; or ARABIC 202.

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, or Middle East and Africa) 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 director.

Peace and Justice Studies Courses (PJS)

PJS 101	Introduction to Peace and Justice Studies
PJS 495W	Peace and Justice Capstone

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 in a Global Business Environment
COMM 300	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 440W	Topics in Ethnomusicology
PHIL 321	Social Ethics
PHIL 330	Ethics
PHIL 331	Biomedical Ethics
PHIL 332	Business Ethics
PHIL 340	Ethics of War and Peace
PHIL 360	Ethical Theory
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)
PSYC 322	Social Psychology
SOCI 349	Race and the Criminal Justice System
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 Indian Cultures
ANTH 328	Caribbean Cultures
BIOL 460W	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 364	Conservation Biology
ENVI 485	Environmental Geology
ETLW 302D	Business and Society
ETLW 403	Environmental Management
HIST 368	History of Africa
HIST 369	Issues in Modern Africa
HIST 370	American Environmental History
HIST 380	History of the American West
HIST 382	The Spanish Southwest
MARS 427	Marine Environment
MARS 468	Marine Ecology
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

ARTH 356	Race, Ethnicity, Art, and Film
COMM 445/	
OR 445W	Gender Communication
ECON 304	Urban Economics

ECON 321	Women and Work
ECON 322	Labor Economics
ENGL 358	U.S. Ethnic Literature
ENGL 374	Gender and Literature
ENVI 361	Ecological Communities of San Diego County
HIST 374	Civil War and Reconstruction
HIST 375	Topics in Modern American History
HIST 378	Topics in United States Intellectual and Social History
HIST 381	American Indian History
HIST 383	Chicano History
HIST 389	History of California
LEAD 353	Professional and Ethical Issues and the Practice of Leadership
LEAD 354	Leadership and Diversity in Organizations
PHIL 343	Gender and Economic Justice
POLS 304	American Political Development
POLS 316D	Sex, Power, and Politics
POLS 322D	Constitutional Law: Civil Rights and Liberties
POLS 323	Judicial Behavior
POLS 342D	Urban Politics
PSYC 359D	Health Psychology of Women and Ethnic Groups
SOCI 320	U.S. Society
SOCI 331D	Race and Ethnic Relations
SOCI 347	Criminology
SOCI 348	Juvenile Delinquency
SOCI 357	Inequality and Stratification
SOCI 359D	Gender Through the Prism of Difference
SOCI 472	Law and Society
THEA 375C	Theatre and Community
THRS 320	Native American Religious Traditions
THRS 356	Catholicism in the United States
THRS 368	Latino/a Theologies
THRS 371	Cults and Sects 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 371	American Foreign Policy
POLS 376	U.S. National Security
POLS 380	International Political Economy

POLS 383	International Organizations
PSYC 324D	Cross-Cultural Psychology
THRS 312	The Hindu Tradition
THRS 313	Jewish Faith and Practice
THRS 314	Buddhist Thought And Culture
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	The Hindu Tradition
THRS 314	Buddhist Thought And Culture

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 352	The British Empire
HIST 353	Spain to 1820
HIST 354	Modern Spain
HIST 357	Topics in Russian and East European History
PHIL 474	Studies in Contemporary Continental Philosophy
POLS 355	Politics in Western Europe
POLS 362	Politics in the United Kingdom
POLS 363	Politics in France
POLS 364	Politics in Germany
POLS 365	Politics in Russia
SPAN 302	Cultural History of Spain
SPAN 427	20th-Century Spanish Literature

Latin America

ANTH 327	South American Indian Cultures
ANTH 328	Caribbean Cultures
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	Cultural History of 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 Traditions of Israel

Capstone Requirement

All students are required to enroll in PJS 495W (3) offered every spring semester. As a capstone course, PJS 495W integrates the knowledge and skills students have acquired through coursework and experience. Students also develop a research project or paper in their area of thematic or regional emphasis.

Peace and Justice Studies Courses (PJS)

PJS 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 links among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice.

PJS 495W	PEACE AND JUSTICE CAPSTONE (3)
----------	--------------------------------

This course integrates the knowledge and skills students have acquired through coursework and experience. The course also provides a foundation for 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 designed to illuminate a specific issue of peace and/or justice in their area of thematic or regional emphasis. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice.

Philosophy

Michelle Gilmore Grier, PhD, CHAIR

H.E. Baber, PhD

Brian Clack, PhD

Jack S. Crumley II, PhD

John Donnelly, PhD

Lawrence M. Hinman, PhD

Gary E. Jones, PhD, JD, MPH

Rodney G. Pfeffer, PhD

Linda Peterson, PhD

Ann L. Pirruccello, PhD

Dennis A. Rohatyn, PhD

Michael F. Wagner, PhD

Lori Watson, PhD

Mark Woods, PhD

Matt Zwolinski, PhD

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 that 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 students find that 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 course catalog 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 units, at least six of which are not to be taken from the Philosophy 300 (ethics) series.

Note: 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 nine of which must be upper division.

Note: At least nine of these 18 units must be taken at USD.

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 (PhD) and law (JD) — 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). 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.

PHIL 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.

PHIL 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.

PHIL 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, race and gender issues, the relation between the individual and society, and non-Western views of human nature.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 270 HISTORY OF ANCIENT PHILOSOPHY (3)

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus. Fall semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 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. Spring semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 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. Spring semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 273 CONTEMPORARY ANGLO-AMERICAN 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.

PHIL 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. Fall semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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 subject, the course may be repeated for credit.

*Only 300 level courses – those marked with an asterisk – fulfill the core curriculum ethics requirement.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

*Only 300 level courses – those marked with an asterisk – fulfill the core curriculum ethics requirement.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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 creation ex nihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality. Spring semester.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 460 LEGAL REASONING (3)

This course introduces students to the 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.

PHIL 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.

PHIL 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.

*Only 300 level courses – those marked with an asterisk – fulfill the core curriculum ethics requirement.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 472 STUDIES IN MODERN EUROPEAN PHILOSOPHY (3)

An intensive examination of one or more major figures in 17th- to 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.

PHIL 473 STUDIES IN CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY

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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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

Recommended Program of Study, Philosophy

**Freshman Year
Semester I**

Preceptorial (3)
CC or electives (9)

Semester II

Lower Division PHIL (3)*
CC or electives (12)

**Sophomore Year
Semester I**

Lower Division PHIL (3)*
CC or electives (12)

Semester II

Lower Division PHIL (3)*
CC or electives (12)

**Junior Year
Semester I**

Upper-Division PHIL (3)**
Upper-Division PHIL (3)***
CC or electives (9-10)

Semester II

Upper-Division PHIL (3)**
Upper-Division PHIL (3)***
CC or electives (9-11)

**Senior Year
Semester I**

PHIL 360 (3)
Upper-Division PHIL (3)**
CC or electives (10)

Semester II

PHIL 321 or 462 (3)
Upper-Division PHIL (3)***
CC or electives (9-11)

**Take one of the following: PHIL 410, 411, 412, or 413.

***At least six of the nine upper division PHIL units must be 400-level.

*Take one of the following:
PHIL 270, 271, 272, 273,
or 274.

Experience, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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.

PHIL 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, PhD, CHAIR

Rae Anderson, PhD

Daniel P. Sheehan, PhD

The Physics and Biophysics Majors

Physics is the most fundamental of the sciences, exploring the universe from its smallest to grandest scales. In other words, physics attempts to understand nature in both its greatest simplicity and its most uncontrollable complexity. Physicists are model-builders of everything from the architecture of the cosmos, the substructure of the nuclei, the complexity of life, and even the hidden patterns of the stock market. Biophysics, lying at the intersection of physics, biology and chemistry, focuses on applying the understanding, methods and quantitative skills gained in physics to a vast array of biological systems in order to gain new insights into biological problems.

The bachelor's degree in physics is designed to prepare students for a wide variety of career paths including graduate school in physics or engineering; employment in physics, engineering or biotech fields; medical, dental or pharmacy school; and high school teaching.

The interdisciplinary bachelor's degree in biophysics is also designed to prepare students for a broad range of career paths including graduate study in: biophysics, medical physics, biochemistry and chemistry. It is also superb preparation for any of the health professions (medical, dental, veterinary), or direct employment in the fields of biotechnology and biomedical industries.

The following high school preparation is recommended for students planning a major in physics or biophysics at USD: High school physics, chemistry and biology; intermediate algebra; geometry; and trigonometry. High school calculus is strongly recommended, but not required.

Our faculty are dedicated to outstanding undergraduate teaching and perform research in a variety of areas including biophysics, plasma physics, astrophysics, the foundations of thermodynamics, chemical physics, and physics education. USD physics faculty pride themselves on including undergraduate researchers and assistants at every level of their work. Our graduates not only go on to advanced studies in physics and engineering graduate programs, but also pursue a number of other careers, with majors becoming research scientists, physicians, theologians, computer programmers, engineers, and more.

Physics Major

Preparation for the Major (30 Units)

PHYS 270, 270L (or 136 & 136L), 271, 271L, 272, 272L

MATH 150, 151, 250

CHEM 151, 151L, 152, 152L

Major Requirements (28 Units)

The 28 units of upper division work in physics must include PHYS 314, 324, 330 and 480W. In addition, students must complete 12 units of elective physics coursework at the 300 or 400 level. The major culminates with three units of seminar and research, PHYS 495 and 496, normally taken in the senior year. Not all upper division courses have 272 and 272L as prerequisites so students may begin their upper division courses of their sophomore year. Most of the upper division courses are taught on an alternate year cycle, but since upper division work may begin before the junior year, students have ample time to complete the major during their senior year. Two upper division courses in mathematics are required for the major, and should be taken as early as possible, with MATH 310 and 311 strongly suggested. Students are strongly advised to take as many physics and mathematics courses as their schedule will allow.

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 and 270L 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 PHYS 270, 270L, 271, 271L (or PHYS 136, 136L, 137, 137L), PHYS 272, 272L and six Upper-Division Units.

The Biophysics Major

Preparation for the Major (38 units)

Preparation for the biophysics major is designed to give the student a broad background in biology, chemistry and physics. In order to successfully navigate these diverse fields, a strong background in math is also required.

MATH 150, 151, 250

PHYS 136, 136L, 137, 137L or 270, 270L, 271, 271L

PHYS 272, 272L

CHEM 151, 151L, 152, 152L

BIOL 190, 225

Major Requirements (26 units)

Courses required for the Biophysics Major also reflect the integration of the sciences, with upper division courses from each of biology, chemistry and physics required. Students are urged to work with their biophysics academic advisor to work out a schedule of courses and electives that best fits their career goals and aspirations.

PHYS 340, 493, 495, 496

PHYS 330 or CHEM 311

CHEM 301, 301L, 302, 302L and 331

BIOL 300

Two Upper-Division Electives from BIOL, PHYS, BCHEM or MARS

*majors must complete at least 8 units of upper division PHYS courses

Suggested Upper-Division Electives include:

PHYS 301, 319, 324, 480W

Recommended Program of Study, Physics

Freshman Year Semester I

Preceptorial (3)

MATH 150 (4)

CC or electives (9)

Semester II

MATH 151 (4)

PHYS 270 (4)

CC or electives (7-9)

Sophomore Year Semester I

CHEM 151 (3)

CHEM 151L (1)

MATH 250 (4)

PHYS 271 (4)

CC or electives (3-6)

Semester II

CHEM 152 (3)

CHEM 152L (1)

PHYS 272 (3)

PHYS 272L (1)

CC or electives (7-9)

Junior Year Semester I

CHEM 152 (3)

CHEM 152L (1)

Upper division MATH (3)

PHYS 314 or PHYS 330 (3)

PHYS 324 or PHYS elective (3)

CC or electives (3)

Semester II

Upper division MATH (3)

PHYS 480W (4) or

PHYS elective (3-6)

CC or electives (3-6)

Senior Year Semester I

PHYS 314 or PHYS 330 (3)

PHYS 324 or

PHYS elective (3)

PHYS 495 (1) and

PHYS 496 (2)

CC or electives (6-7)

Semester II

PHYS 480W (4) or

PHYS elective (3-6)

CC or electives (6-12)

BIOL, 342, 432, 480, 482
 CHEM 314, 335, 380, 427
 MARS 452, 473, 478

Physics Courses (PHYS)

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. Weekly lectures include demonstrations and discussions. Every semester.

PHYS 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). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. This course is cross-listed with Chemistry 105. Fall semester.

PHYS 107 ASTRONOMY (3)

A survey of astronomy covering astronomical history, planetology, stellar birth/life/death, large-scale structures, and cosmology. No formal laboratory. No science prerequisites.

PHYS 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. Fall semester.

PHYS 136 GENERAL PHYSICS I (3)

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: Concurrent registration in PHYS 136L, and MATH 130 or 150. Every semester.

PHYS 137 GENERAL PHYSICS II (3)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: PHYS 136, 136L, and Concurrent registration in PHYS 137L. Every semester.

PHYS 136L-137L GENERAL PHYSICS LABORATORY (1-1)

A laboratory course which introduces the concepts and techniques of experimental physics. Both PHYS 136L and PHYS 137L laboratory periods meet every week. Prerequisites: concurrent registration in PHYS 136-137. Every semester.

PHYS 270 INTRODUCTION TO MECHANICS

Thermodynamics and Wave Motion (3) A study of the fundamental principles of mechanics, thermodynamics and wave motion. Three hours of lecture and one three-hour laboratory weekly. Prerequisite: MATH 150 and concurrent registration in PHYS 270L; concurrent registration in MATH 151 recommended. Every semester.

PHYS 271 INTRODUCTION TO ELECTRICITY AND MAGNETISM (3)

A study of the fundamental principles of classical electricity and magnetism including optics. Three hours of lecture and one three-hour laboratory weekly. Prerequisites: PHYS 270, 270L or PHYS 136, 136L completed, MATH 151 completed

Recommended Program of Study, Biophysics

Freshman Year Semester I

MATH 150 (4)
 CHEM 151, 151L (4)
 BIOL 190 (3)
 CC or electives (4)

Semester II

PHYS 270, 270L or
 PHYS 136, 136L (4)
 MATH 151 (4)
 CHEM 152, 152L (4)
 CC or electives (3)

Sophomore Year Semester I

PHYS 271, 271L or PHYS
 137, 137L (4)
 MATH 250 (4)
 CC or electives (7)

Semester II

PHYS 272, 272L (4)
 BIOL 225 (3)
 CC or electives (8)

Junior Year Semester I

PHYS elective (3)
 CHEM 301, 301L (4)
 CC or electives (8)

Semester II

PHYS 340 (3)
 CHEM 302, 302L (4)
 BIOL 300 (3)
 CC or electives (5)

Senior Year Semester I

PHYS 330 or CHEM 311 (3)
 PHYS 493 (1)
 CHEM 331 (3)
 CC or electives (8)

Semester II

PHYS 495 (1)
 PHYS 496 (2)
 CC or electives (12)

or concurrent, and 271L concurrent; MATH 250 concurrent recommended. Every semester.

PHYS 270L-271L PHYSICS LABORATORY (1-1)

A laboratory course which introduces the concepts and techniques of experimental physics. Laboratory periods meet every week. Prerequisites: completion of or concurrent registration in PHYS 270-271. Every semester.

PHYS 272 INTRODUCTION TO MODERN PHYSICS (3)

An introduction to modern physics including special relativity, quantum mechanics, atomic and nuclear physics. Three hours of lecture per week. Spring semester. Prerequisites: MATH 151, PHYS 271, 271L or PHYS 137, 137L.

PHYS 272L INTRODUCTION TO MODERN PHYSICS LABORATORY (1)

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Modern Physics (PHYS 272). Prerequisite: Concurrent enrollment in PHYS 272.

PHYS 301 ENERGY AND THE ENVIRONMENT (3)

Energy is the lifeblood of civilization, but its use entails substantial environmental costs. This course examines the physics and technology of energy production, distribution and use, as well as its environmental consequences. It is suitable for students having completed lower-division introductory physics. Prerequisites: PHYS 271, 271L or PHYS 137, 137L.

PHYS 307 ASTROPHYSICS (3)

A study of the fundamental principles of Astrophysics including topics such as Stellar Evolution, Special and General Relativity, Cosmology, and the Search for Extraterrestrial Life. Prerequisite: PHYS 271, 271L or PHYS 137, 137L, Math 151.

PHYS 314 ANALYTICAL MECHANICS (3)

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations, and normal coordinates. Prerequisites: MATH 250, PHYS 271, 271L. Alternate years.

PHYS 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.

PHYS 324 ELECTROMAGNETISM (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. Prerequisites: MATH 250, PHYS 271, 271L or PHYS 137, 137L. Alternate years.

PHYS 330 QUANTUM MECHANICS (3)

Introduction to the fundamental properties of Quantum Mechanics, including the Schroedinger equation in 1-3 dimensions, the mathematical formalism (involving linear algebra and partial differential equations) of Quantum Theory, the solution of the Hydrogen atom, and elementary perturbation theory. Prerequisites: MATH 250, PHYS 272. Alternate years.

PHYS 331 ADVANCED TOPICS IN QUANTUM PHYSICS (3)

Applications of Quantum Theory in areas such as atomic, nuclear, solid state, and elementary particle physics. Prerequisites: PHYS 330.

PHYS 340 BIOLOGICAL PHYSICS (3)

Biological physics introduces the interface between the two classic sciences. The topic will be introduced systematically, building on the fundamentals of thermodynamics and build to system wide topics including medical physics and biomedical imaging. Specific topics may include single-molecule biophysics, optical trapping, self-assembly, nuclear dosimetry, x-ray, ultrasound and MRI imaging. Prerequisites: PHYS 137, 137L or PHYS 271, 271L.

PHYS 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 137, 137L or PHYS 271, 271L and consent of instructor.

PHYS 477L FLUIDS LABORATORY (1)

Laboratory work to accompany PHYS 477. Prerequisite: Concurrent registration in PHYS 477.

PHYS 480W EXPERIMENTAL MODERN PHYSICS (4)

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on modern physics. Vacuum technology, analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and radiation physics will be explored. 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. Prerequisites: PHYS 272, 272L. Alternate years.

PHYS 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 four units of credit. Prerequisite: consent of instructor.

PHYS 493 SEMINAR I (1)

The first semester of the seminar series is devoted to instruction on scientific presentations in physics. Students will give short presentations on topics of interest, and will prepare to give a lengthy presentation on their research work. Stress is laid on the preparation, execution, and the critique of effective scientific presentations. Meets one hour per week. Fall semester.

PHYS 494 SPECIAL TOPICS (1-3)

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, 271L and consent of instructor.

PHYS 495 SEMINAR II (1)

The second semester of the seminar series focuses on exposure to current physics research in the form of informal and formal presentations, lab tours, and scientific articles on a wide range of current research fields. Students will attend physics seminars at UCSD and will meet with physicists in fields related to the seminar beforehand. To prepare for the seminars and meetings, students will read journal articles on the topic. Students will learn about a wide range of cutting-edge physics research topics such as: dark matter, global warming and alternative energy sources, biomechanics, string theory, neutrinos, etc. Meets 2-4 hours every other Thursday. Spring semester.

PHYS 496 RESEARCH (1-3)

An undergraduate research problem in experimental or theoretical physics. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: consent of instructor

Political Science

J. Michael Williams, JD, PhD, CHAIR

Del Dickson, JD, PhD

Casey B. K. Dominguez, PhD

Patrick F. Drinan, PhD

Emily Edmonds-Poli, PhD

Virginia Lewis, PhD

Vidya Nadkarni, PhD

Noelle Norton, PhD

Lee Ann Otto, PhD

Michael R. Pfau, PhD

David Shirk, PhD

Avi Spiegel, JD, PhD

Randy Willoughby, PhD

The Department of Political Science and International Relations offers two majors. For information on the International Relations major, please see the International Relations section of this course catalog.

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, the presidency, 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. Our faculty 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 business, as well as international, national, and local government and nongovernmental-organizations.

Preparation for the Major

POLS 100, 125, 175, 250

Major Requirements

24 units of upper division coursework to include POLS 301 and 302.

The Political Science Minor

POLS 125, 100 or 175, 301 or 302, and nine Upper-Division Units.

USD/Washington Center Internship Semester

University of San Diego students have the opportunity to enroll in a semester-long internship program in Washington, D.C. and earn academic credit toward 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 earn 12 semester units for participating in a full-time fall or spring semester program, and 6-9 units in the summer.

Political Science/International Relations Research Seminar Capstone:

Political Science majors have an option and are encouraged to take an upper division political science research seminar capstone, offered each fall. This will help students to conduct research and write scholarly papers on a variety of American, theory, international, and/or comparative political topics.

All political science majors who plan to go on to graduate school are strongly encouraged to enroll in the research seminar capstone during their junior or senior year.

All students who would like to write a senior thesis, or who want to conduct independent research in political science, should enroll in the research seminar capstone in lieu of independent study.

All honors students who are political science majors are required to enroll in the research seminar capstone the semester before their honors thesis seminar.

Political Science Courses (POLS)

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.

POLS 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.

POLS 175 INTERNATIONAL RELATIONS (3)

This course examines major theoretical approaches 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, economic development, human rights, and the environment as they affect international politics.

POLS 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.

POLS 301 POLITICAL THOUGHT: ANCIENT AND MEDIEVAL (3)

The objective of this course is to consider the issues raised by political thinkers in the ancient and medieval periods. We will learn how to ask relevant questions about politics: What is the nature of politics? What is the role of the citizen in political life? What is justice? We will closely examine original texts to enlarge our understanding of political life and we will relate the ideas of the past to contemporary political challenges. Typically offered every Fall.

POLS 302 POLITICAL THOUGHT: MODERN AND CONTEMPORARY (3)

This course examines questions raised by political thinkers in the modern and contemporary periods. The questions concern the nature of the state, political rights, obligation, consent, authority, liberty, law, equality, and community. The course uses close textual analysis and conceptual analysis to elucidate theory and to connect it to current political issues. Typically offered every Spring.

POLS 304 AMERICAN POLITICAL DEVELOPMENT (3)

This course examines the enduring ideas, ideologies, institutional, and intellectual trends in the American polity. It treats developments historically and thematically as it surveys the leading thinkers and periods from pre-revolutionary times to the present. It also goes beyond the main currents of American political life to see the diversity

of traditions and worldviews that have contributed to American political development.

POLS 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.

POLS 307 POLITICS AND RELIGION (3)

This course examines the relationship between religion and politics. The focus is on the dynamic interplay between religion and politics and politics across various faith traditions, and legal and political systems.

POLS 308 POLITICS AND LITERATURE (3)

This course examines political concepts, issues, and dilemmas through literature. It focuses on types of politics, moral predicaments of citizens, psychological dimensions of leadership and political change, human relations, and political structures and rules. It explores how literature expresses political culture through language, differently from statistics, policy analysis, interviews, and the many other social science tools that are available in the discipline: the role of interpretation itself is one of the subjects of the course.

POLS 310 THE PRESIDENCY (3)

This course focuses on the American presidency as an institution. The class examines the origins of the president's domestic and international powers, how those powers have grown and changed over time, and how they are both enhanced and limited by other actors in the political system.

POLS 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.

POLS 313 PARTIES AND INTEREST GROUPS (3)

This course considers the ways that American citizens can work together to affect government policy. It examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and the challenges they must overcome in order to create change

POLS 314 CAMPAIGNS AND ELECTIONS (3)

This course analyzes how rules and laws affect the roles that parties, candidates, voters, and other political actors play in elections. It also investigates the behavior of political actors during elections by examining campaign strategy, staffing, polling, advertising, turnout, and symbolic communication. Its main emphasis is on American federal elections, but also considers elections in a comparative context and sub-national elections in the United States.

POLS 316D 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.

POLS 321 CONSTITUTIONAL LAW AND AMERICAN GOVERNMENT: FEDERALISM AND SEPARATION OF POWERS (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 departments of government in domestic and foreign affairs, and the ongoing struggle to define the responsibilities of state and federal governments.

POLS 322D CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3)

This course examines constitutional law and 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. (Note: POLS 321 is not a prerequisite for this class).

POLS 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.

POLS 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 other legal traditions.

POLS 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.

POLS 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.

POLS 340 STATE AND LOCAL GOVERNMENT (3)

This course examines the current political issues that confront state and local governments and their interaction with the national government in the American intergovernmental system. The course focuses on the challenges that arise from population growth or decline, and population diversity. Particular attention will be paid to California and the San Diego metropolitan area.

POLS 342D 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.

POLS 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.

POLS 347 PUBLIC POLICY (3)

This course examines contemporary public policy debates on contested economic, social, and political issues and the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

POLS 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.

POLS 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. Typically offered every Fall.

POLS 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.

POLS 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.

POLS 355 POLITICS IN WESTERN EUROPE (3)

This course offers a survey of the political history, institutions, processes, and policies in Europe defined broadly from England to the Balkans and Spain to the Baltics, and including European wide institutions like the European Union.

POLS 357 POLITICS IN LATIN AMERICA (3)

This course examines the dynamics of politics in Latin America from the 20th century to the present. There is a particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

POLS 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 links. The course focus is primarily on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka are also considered.

POLS 359 POLITICS IN THE MIDDLE EAST (3)

This course offers an introduction to the comparative and international politics of the Middle East. The focus is on the persistence of authoritarianism, the dynamics of protest, and the development of democracy in this changing region.

POLS 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.

POLS 361 POLITICS IN SOUTH AFRICA (3)

This course is designed to examine the major issues and challenges facing South Africa today. The goal of the course is to introduce students to contemporary South African politics and to situate the current political challenges into the broader historical context. We will analyze the processes of democratic consolidation, state building and nation building since the end of apartheid in 1994.

POLS 362 POLITICS IN THE UNITED KINGDOM (3)

This course examines the development of a democratic political culture in the United Kingdom. It explores the frameworks within which people in the UK experience, express, and construct political identity by considering shared and contending ideas, values, beliefs, and practices of political life. It also studies Parliament, political parties, policies, and devolution.

POLS 363 POLITICS IN FRANCE (3)

This course examines contemporary French politics. It begins with a survey of French political history, continues with an examination of ideologies and parties, incorporates coverage of the political institutions and processes of the 5th Republic, and includes analysis of French domestic and foreign policies.

POLS 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.

POLS 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.

POLS 366 POLITICS IN MEXICO (3)

This course provides an overview of the contemporary Mexican political system. The primary focus is on explaining the breakdown of the dominant party system in the late 20th century and the subsequent recalibration of executive-legislative relations, decentralization of power, and emergence of democratic political culture, and electoral competition.

POLS 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.

POLS 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.

POLS 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. Typically offered every Spring.

POLS 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.

POLS 374 U.S.-LATIN AMERICAN RELATIONS (3)

This 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.

POLS 376 U.S. NATIONAL SECURITY (3)

This course examines contemporary American security. It explores the evolution of military technology, nuclear weapons history, strategy and arms control, nonproliferation policies, wars in Iraq and Afghanistan, conventional force postures, budgetary politics, and terrorism.

POLS 377 REGIONAL SECURITY (3)

This course examines security dynamics in four important regions of the world: Europe, East Asia, Middle East, and Latin America. It addresses the political and historical foundation of comparative security, military technologies, diplomatic regional relations, and transnational challenges like drug trafficking and terrorism.

POLS 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.

POLS 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.

POLS 382 INTERNATIONAL HUMAN RIGHTS (3)

This course examines contending approaches to human rights. The focus is on the role of institutions and organizations in establishing human rights norms, monitoring human rights abuses, and punishing and prosecuting human rights violators

POLS 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.

POLS 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.

POLS 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.

POLS 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.

Recommended Program of Study, Political Science

**Freshman Year
Semester I**

Preceptorial (3)
POLS 100 (3)
CC or electives (9-10)

Semester II

POLS 125 (3)
CC or electives (12-13)

**Sophomore Year
Semester I**

POLS 175 (3)
CC or electives (12)

Semester II

POLS 250 (3)
Upper-Division POLS (3)
CC or electives (9)

**Junior Year
Semester I***

Upper-Division POLS (6)
CC, Minor, or
electives (9)

Semester II

Upper-Division POLS (6)
CC, Minor, or
electives (9)

**Senior Year
Semester I***

POLS 301 (3)
Upper-Division POLS (3)
CC, Minor, or
electives (9-10)

Semester II

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.

POLS 436 WASHINGTON, D.C.: INTERSHIP 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.

POLS 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.

POLS 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.

POLS 448 INTERSHIP 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 three units may be used toward the major.

POLS 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 coursework in the area is expected.

POLS 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.

POLS 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

POLS 486 WASHINGTON, D.C.: INTERSHIP 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.

POLS 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.

POLS 494 SPECIAL TOPICS IN INTERNATIONAL RELATIONS (1-3)

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.

POLS 498 INTERSHIP 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 three units may be used toward the major.

POLS 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 coursework in the area is expected.

Psychological Sciences

Daniel D. Moriarty, PhD, CHAIR

Michael Ichiyama, INTERIM CHAIR

Rachel E. Blaser, PhD

Veronica V. Galván, PhD

Nadav Goldschmied, PhD

Michael A. Ichiyama, PhD

Anne M. Koenig, PhD

Patricia Kowalski, PhD

Kristen McCabe, PhD

Adriana Molitor-Siegl, PhD

Sandra Sgoutas-Emch, PhD

Annette Taylor, PhD

James M. Weyant, PhD

Jennifer Zwolinski, PhD

The Department of Psychological Sciences offers a major and minor in Psychology and a major in Behavioral Neuroscience.

Due to the number of shared courses between the Behavioral Neuroscience major and the Biology and Psychology majors, students with a Behavioral Neuroscience major are not eligible to minor in Psychology or Biology.

The Psychology Major

Psychology is the scientific study of human and animal behavior and the cognitive and biological processes that underlie it. The objective of USD's psychological sciences program is to advance the student's understanding of psychology as a science, a profession, and a means of promoting the welfare of humans and animals. The major is designed to help students prepare for admission into graduate or professional school in psychology and to provide 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, 230, and 260 are required. MATH 130 is strongly recommended. To maximize successful completion of the major we strongly recommend that students take BIOL 104, BIOL 106, or BIOL 114 to satisfy the core curriculum life sciences requirement.

Major Requirements

A minimum of 27 units of upper division coursework in psychology is required and must be distributed as follows:

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 or 377

One Advanced Research Methods/Laboratory course: PSYC 415, 422, 424, 432, 436, 444, 455, 457, or 464. When offered as "W" courses, these fulfill the core curriculum upper division writing requirement.

PSYC 492 - As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey (PSYC 492). A student who fails to do so may be restricted from graduating.

Six additional units of upper division psychology coursework are required.

A minimum grade of C- in the 27 units of upper division course work in psychology used to complete the requirements for major, and a minimum GPA of 2.00 in all upper division course work in psychology are required.

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 four units from any combination of PSYC 496, 497, and 498 elective units can be applied toward the units required to complete the major, and a maximum of 6 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 or behavioral neuroscience majors must 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 230, and at least three upper division courses. PSYC 260 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)

PSYC 101 INTRODUCTORY PSYCHOLOGY (3)

This core curriculum course provides an introduction to the science of psychology and includes the following topics: history of psychology, research methods in psychology, biological bases of behavior, sensation and perception, development, learning, memory, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. Every semester.

PSYC 230 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 cover multiple research designs including both qualitative and quantitative approaches. Every semester.

PSYC 260 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.

PSYC 305 ADVANCED STATISTICS (3)

This course will build on and extend student knowledge of the analyses first introduced in the basic statistics course. After a review of basic statistics, key issues to be explored include testing underlying assumptions of parametric statistics, transformations of data, non-parametric statistics, analysis of covariance, multiple regression, partial correlation, and multivariate analysis of variance. Students will learn to enter data on a computer and use a statistical program (SPSS) to perform analyses. Emphasis will be placed on choosing appropriate statistics, carrying out analyses, interpreting results, and reporting findings in APA style. Prerequisite: PSYC 260.

PSYC 314 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE (3)

An introduction to the scientific study of human development. Explores the physical, cognitive, and social domains 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.

PSYC 316 DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3)

The study of human behavior and development into the adult years. Coverage includes theory and research about aging within physical, cognitive, and social domains from early adulthood through death. Addresses age-related issues as well as the influences of maturation and socialization on development. Community service may be required. Prerequisite: PSYC 101 and junior standing.

PSYC 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. Prerequisite: PSYC 101 or consent of instructor.

PSYC 324D 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, cognition, personality, emotion, development, group dynamics, mental and physical health, and language. Prerequisites: PSYC 101 and 230.

PSYC 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. Prerequisite: PSYC 101 or consent of instructor.

PSYC 328 STEREOTYPING, PREJUDICE, AND DISCRIMINATION (3)

Examination of stereotyping, prejudice, and discrimination from a social psychology perspective. Focus on theory and research about what causes stereotyping, prejudice and discrimination; why these social ills are so resistant to change and how they can be reduced. Prerequisite: PSYC 101 or consent of instructor.

PSYC 330 PSYCHOLOGY OF GENDER (3)

This course involves an overview of psychological research and theory concerning differences and similarities between men and women in the areas of cognition, attitudes, personality, and social behavior, and the causes of those differences. There is an emphasis on topics such as stereotypes, sexism, aggression, close relationships, leadership, and the workplace. Prerequisites: PSYC 101 and 230 or consent of instructor.

PSYC 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 230.

PSYC 334 HUMAN MEMORY (3)

A scientific approach to the traditional study of human memory, with emphasis on different types of memory (e.g., short-term and long-term), and memory processes (encoding, organization, retrieval). Other topics may include everyday memory, memory errors, and memory development across the lifespan. More recent approaches, including neural networks and concepts related to ecological validity, are also explored. Prerequisites: PSYC 101 and 230.

PSYC 336 COGNITIVE PSYCHOLOGY (3)

Scientific study of how people process information. Topics include perception, attention, memory, imagery, language, concept formation, decision making, and problem solving. Both basic and applied issues will be addressed. The course will focus on current models, including information processing and neural networks. Prerequisites: PSYC 101 and 230.

PSYC 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 230, or consent of instructor.

PSYC 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 230 or consent of instructor.

PSYC 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. Prerequisites: PSYC 101 or consent of instructor. (Summer or Intersession)

PSYC 354 BEHAVIOR DISORDERS OF CHILDHOOD (3)

This course reviews theory and research evidence relevant to the major types of emotional and behavior disorders diagnosed in children including causes of disorders, developmental context, and evidence-based approaches to treatment. Prerequisite: PSYC 101.

PSYC 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.

PSYC 356 PSYCHOLOGICAL ASSESSMENT (3)

This course reviews the principles of psychological assessment including test construction, validation, and applications. Tests of ability, achievement, personality, and psychopathology will be covered. Prerequisites: PSYC 101, 230, and 260.

PSYC 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 230.

PSYC 359D 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.

PSYC 364 SPORT PSYCHOLOGY (3)

This course examines psychological factors influencing the experience of sport. Topics covered include theoretical basis of competition, motivation, group dynamics, aggression, fan behavior, and social facilitation. Prerequisite: PSYC 101 or Consent of Instructor

PSYC 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. Prerequisite: PSYC 101

PSYC 377 THEORIES OF PERSONALITY (3)

This course surveys the major theoretical schools of thought in the study of personality. Psychoanalytic, psychoanalytic-social, trait, learning, cognitive social learning, and humanistic perspectives will be examined. Prerequisite: PSYC 101

PSYC 414 SOCIAL DEVELOPMENT (3)

This course focuses on some of the primary social relationships and experiences that humans have as they develop, including the normative features of key social interactions and relationships, variability among individuals, and potential problems within these social exchanges. Moreover, the course addresses the impact of these social experiences on emotional, personality, and socio-cognitive development as well as on concurrent or subsequent social relations. Prerequisites: PSYC 101, 230, 260, and 314.

**PSYC 415W 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 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, 230, 260, and 314 or 316.

**PSYC 422W ADVANCED RESEARCH METHODS /
LABORATORY IN SOCIAL PSYCHOLOGY (3)**

This course provides students with hands-on experience in experimental research and scientific writing in social psychology. Along with reviewing the basics of experimental research design, students will design an experimental study, collect and analyze data, and present their project in an APA style research paper. Prerequisites: ENGL 121, PSYC 101, 230, 260, and concurrent enrollment in, or prior completion of, PSYC 322.

**PSYC 424W 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, 230, 260, and concurrent enrollment in, or prior completion of, PSYC 324.

**PSYC 432W 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 101, 230, 260, and prior completion of, or concurrent enrollment in, PSYC 332.

**PSYC 436W 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 101, 230, 260, and prior completion of, or concurrent enrollment in, PSYC 336.

**PSYC 444W 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, 230, 260, and concurrent enrollment in, or prior completion of, PSYC 344, or consent of instructor.

**PSYC 455W ADVANCED RESEARCH METHODS /
LABORATORY IN CLINICAL PSYCHOLOGY (3)**

The course is designed to increase competency in designing, conducting, evaluating, and writing research papers in clinical psychology. 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 101, 230, and 260, and completion of, or concurrent enrollment in, PSYC 354 or 355.

**PSYC 457W 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: ENGL 121, PSYC 101, 230, 260, and either concurrent enrollment in, or prior completion of, an upper division health psychology course.

**PSYC 464W ADVANCED RESEARCH METHODS/LABORATORY
IN SPORT PSYCHOLOGY (3)**

This course provides students with hands-on experience in experimental research and scientific writing in sport psychology. Along with reviewing the basics of experimental research design, students will design a study, collect and analyze data, and present their project in an APA-Style paper. Prerequisites: ENG 121, PSYC 101, 230, 260, and prior completion or concurrent enrollment in 364 or consent of instructor.

**PSYC 466 METHODS OF EVIDENCE-BASED
PSYCHOTHERAPY (3)**

This course will familiarize students with both the theory underlying various evidence-based psychosocial interventions as well as the practical techniques used in those interventions. Psychotherapy methods pertaining to children and adults and to a variety of clinical disorders will be reviewed, demonstrated, and role-played. Applications to a variety of presenting problems and client types will be discussed. Prerequisites: PSYC 101, 230, and either 354 or 355.

PSYC 492 MAJOR FIELD TEST IN PSYCHOLOGY (0)

As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey. A student who fails to do so may be restricted from graduating. Every year.

PSYC 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.

PSYC 496 RESEARCH EXPERIENCE (1-2)

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of two units. P/F only.

PSYC 497 APPLIED EXPERIENCE IN PSYCHOLOGY (1-2)

Practical experience in a community/field setting under professional supervision. Each student is required to complete a minimum of 40 hours (one unit section) or 80

Recommended Program of Study, Psychology

**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, 106
or 114 (3-4)
PSYC 230 (3)
CC (9)

**Sophomore Year
Semester I**

PSYC 260 (3)
CC (12)

Semester II

Upper-Division PSYC (3)
CC (12)

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.

**Junior Year
Semester I**

Upper-Division PSYC (6)
CC or electives (9)

Semester II

Upper-Division PSYC* (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)

hours (2 unit section) of supervised training in an assigned field setting over the course of the semester. Fieldwork is under the joint supervision of agency personnel and the course instructor. A time log and written summary of the experience by the student and a performance evaluation by the supervisor are required. Prerequisite: PSYC 101 and consent of the instructor. Student cannot be on academic probation. P/F only.

PSYC 498 INTERNSHIP IN PSYCHOLOGY (3)

Intensive practical experience in a community/field setting under professional supervision. Each student is required to complete a minimum of 120 hours of supervised training in an assigned field setting over the course of the semester. Fieldwork is under the joint supervision of agency personnel and the course instructor. A time log and written summary of the experience by student and a performance evaluation by the agency supervisor are required. Prerequisite: PSYC 101 and consent of instructor. Senior standing preferred. Student cannot be on academic probation. P/F only.

PSYC 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. Senior standing preferred. Prerequisites: PSYC 101 and consent of instructor.

The Behavioral Neuroscience Major

The Behavioral Neuroscience major is an interdisciplinary major within the department of Psychological Sciences which emphasizes the interaction of behavior with biological systems including brain pathways, nervous systems and hormonal systems. Disciplines such as psychology, biology, chemistry, anthropology, and

philosophy all contribute to a cohesive understanding of psychological functions from a biological perspective. The assimilation of disciplines helps students develop intellectual skills in critical thinking and sound reasoning, and requires integration of knowledge from multiple levels of analysis, all of which are important characteristics of a liberal arts education. Career opportunities include jobs in healthcare, academia, government and the private sector.

Preparation for the Major

Required courses to prepare for the major include PSYC 101, 230, 260; BIOL 190, 221, 221L, 225, 225L; CHEM 151, 151L, 152, 152L.

Students must fulfill their core Math requirement with MATH 150 or above, and fulfill their core Ethics requirement with PHIL 331 or 334 (when offered as Ethics and Frontiers of Science).

Major Requirements

A minimum of 29 units of Upper-Division Units of coursework is required and must be distributed as follows:

Genetics: BIOL 300

Biological Psychology: PSYC 342

Behavioral Neuroscience: NEUR 310

Advanced Research Lab: NEUR 410W

Cognition: PSYC 332, PSYC 334, or PSYC 336

Evolution: PSYC 344, PSYC 347, PSYC 494 (when offered as Evolutionary Psychology), BIOL 310, or BIOL 346

Physiology: BIOL 478, BIOL 480, or CHEM 331

Directed or Independent Research: 2 semesters of combined NEUR 496 or NEUR 499

Electives: 6 credits from the courses above, or BIOL 320, 376, 382, 482, 484; NEUR 494; CHEM 301, 301L, 302, 302L, 314, 335, 427, ENGR 456; PSYC 355, 357, 432W,

Recommended Program of Study, Behavioral Neuroscience

Freshman Year Semester I

Preceptorial (3)
or PSYC 101 (3)
BIOL 190 (3)
MATH 150 (3)
CC (6)

Semester II

BIOL 221, 221L (4)
ENGL 121 (3)
PSYC 230 (3)
CC (6)

Sophomore Year Semester I

PSYC 260 (3)
CHEM 151, 151L (4)
BIOL 225, 225L (4)
CC (3)

Semester II

BIOL 300 (3)
CHEM 152, 152L (4)
CC (9)

Junior Year Semester I

PSYC 342 (3)
Upper-Division PSYC/BIOL (3)
CC (9)

Semester II

Upper division PSYC/BIOL (3)
NEUR 310 (3)
NEUR 411W (3)
CC (6)

Senior Year Semester I

NEUR 496 (2)
Upper division PSYC/BIOL (6)
CC (6)

Semester II

Upper division PSYC/BIOL (6)
NEUR 496 (1)
CC (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.

444W; ANTH 310, 311; PHIL 331 or 334 (when offered as Ethics and Frontiers of Science) if not used to satisfy the core, 413, 415; PHYS 340

A minimum grade of C– and a GPA of 2.0 in the 27 graded units of upper division course work used to complete the requirements for the major is required.

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 6 units from any combination of NEUR 496-499 can be applied toward the units required to complete the major (this includes the minimum of 2 required research units, plus up to 4 elective units), and a maximum of 6 are applicable to the 124 units required for graduation.

Note: Transfer students who wish to graduate as psychology or behavioral neuroscience majors must complete a minimum of 12 Upper-Division Units of the required coursework at USD.

Behavioral Neuroscience Courses (NEUR)

NEUR 310 BEHAVIORAL NEUROSCIENCE (3)

This course will explore the biological basis of human and animal behavior, with a focus on neural structures and function. Topics will include neural cell physiology, neurotransmitters and receptors, the development of the nervous system, sensory and motor systems, and the biological bases of learning and memory. Prerequisites: PSYC 101, 230, and 342, BIOL 190 and 225/L, or consent of instructor.

NEUR 410W ADVANCED RESEARCH METHODS / LABORATORY IN BEHAVIORAL NEUROSCIENCE (3)

This course is designed to provide in-depth, hands-on experience with the concepts, methods, and techniques used in behavioral neuroscience 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 101, 230, 260, 342 and completion of or current enrollment in NEUR 310, or consent of instructor.

NEUR 492 MAJOR FIELD TEST (0)

As part of the department's assessment program, each graduating senior is required to a major field test in psychology and senior exit survey (BNCS 492). A student who fails to do so may be restricted from graduating.

NEUR 494 SPECIAL TOPICS IN BEHAVIORAL NEUROSCIENCE (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in behavioral neuroscience. 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.

NEUR 496 RESEARCH EXPERIENCE (1-2)

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of six units. P/F only.

NEUR 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. Senior standing preferred. Prerequisites: NEUR 310 and consent of instructor.

Sociology

Michelle Madsen Camacho, PhD, CHAIR

Adina Batnitzky, PhD

Julia Miller Cantzler, PhD

Erik D. Fritsvold, PhD

Judith Liu, PhD

Lisa Nunn, PhD

Thomas E. Reifer, PhD

John Joe Schlichtman, PhD

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. Professors in the USD Sociology Department specialize in global perspectives on power and inequality; stratification and poverty; immigration; racial, ethnic, and national diversity; spatial segregation; community activism and leadership;

gender and sexuality; public health; global expansion of capitalism and democracy; crime, law, citizenship and social justice; environmental inequalities; social movements; and social change.

Careers in Sociology include work in non-profit sectors, education, counseling, research, administration, public service, criminology/criminal justice policy, urban planning, public health, public relations, IT services, social services, management, sales, and marketing.

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.

Major Requirements (36 units)

Students majoring in sociology must satisfy the core curriculum requirements as set forth in this course catalog and complete all major requirements as presented in the following schedule:

Lower-Division Preparation for the Major – 15 units

SOCI 101D Introduction to Sociology (3)

And two of the following three lower-division courses (six units):

- SOCI 216D Contemporary Social Issues: Power and Inequality in Global Perspective (3)
- SOCI 217D Contemporary Social Issues: Crime, Justice, Law and Society (3)
- SOCI 218D Contemporary Social Issues: Community, Urbanization, and Culture (3)

plus:

SOC 225 Quantitative Methods (3)

and

SOC 226 Qualitative Methods (3)

Students should plan their upper-division courses in consultation with their major advisor. The courses will include:

Upper-Division – 21 units including

SOCI 322 Sociological Theories (3) (required)

And 18 additional Upper-Division Units. At least 15 of the 21 Upper-Division Units must be taken at USD. No more than 6 non-USD units taken abroad will be accepted for credit toward the sociology major.

Recommended Sequence for Majoring in Sociology

Freshman Year

Introduction to Sociology

Sophomore Year

2 sections of Contemporary Social Issues
Quantitative Research Methods
Qualitative Research Methods

Junior Year

Social Theory
Three Upper-Division Electives
One-Semester Study Abroad (optional)

Senior Year

Three Upper-Division Electives
Internship/Field Experience (optional)

The Sociology Minor

Minor Requirements (18 units)

Lower Division – nine units

SOCI 101D INTRODUCTION TO SOCIOLOGY (3)

And at least two courses in the Contemporary Social Issues series: SOCI 216D, 217D, or 218D (6 units)

Upper Division – nine units minimum

Students must have taken SOCI 101D and either SOCI 216D, 217D, or 218D (and have completed 45 undergraduate units) before enrolling in any upper division sociology course. (Prerequisites may occasionally 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. Issues of immigration, racial, ethnic, and national diversity, inequality, spatial segregation, community activism and leadership, and schooling and public education are all 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, or 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 315	Environmental Inequality and Justice
SOCI 320	U.S. Society
SOCI 331D	Race and Ethnic Relations
SOCI 348	Juvenile Delinquency
SOCI 350	Social Institutions
SOCI 352	Sexuality and Borders
SOCI 353	Sociology of Families
SOCI 357	Inequality and Stratification
SOCI 363	Urban Sociology
SOCI 364	Work and Labor
SOCI 370	Sociology of Education
SOCI 385	Health and Society
SOCI 400	Urban Planning
SOCI 455	Cities in a Global Context
SOCI 464	Community, Consensus, and Commitment
SOCI 494	Special Topics (approval of department chair required)

Power and Inequality in Global 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 and worldwide responses to this, as well as democracy, law, citizenship, and the role of organizations and social movements in social change. Transnational corporations 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, or business, as well as for students interested in pursuing graduate work or careers in law, teaching, and related professional fields.

SOCI 315	Environmental Inequality and Justice
SOCI 320	U.S. Society
SOCI 331D	Race and Ethnic Relations
SOCI 350	Social Institutions
SOCI 351	China in the 21st Century
SOCI 353	Sociology of Families

SOCI 357	Inequality and Stratification
SOCI 358	Political Sociology
SOCI 359D	Gender Through the Prism of Difference
SOCI 362	Social Change: Global Perspectives
SOCI 364	Work and Labor
SOCI 369D	Sexualities
SOCI 380	Social Movements
SOCI 385	Health and Society
SOCI 460	Immigration
SOCI 473	Rights, Justice, Law and Inequality
SOCI 494	Special Topics (approval of department chair required)

Crime, Justice, 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, or social service, as well as those contemplating graduate work or professional training in related fields.

Note: All CJLS concentrating students must take two of the following upper division elective courses, as they are foundational to this concentration: 331D Race and Ethnic Relations; 347 Criminology; 349 Race and the Criminal Justice System; 355 Corrections; 357 Inequality and Stratification; 368 Social Deviance; 472 Law & Society; 473 Rights, Justice, Law & Inequality.

SOCI 315	Environmental Inequality and Justice
SOCI 331D	Race and Ethnic Relations
SOCI 347	Criminology
SOCI 348	Juvenile Delinquency
SOCI 349	Race and the Criminal Justice System (formerly called SOCI 349 Social Control)
SOCI 352	Sexuality and Borders
SOCI 354	Drugs and U.S. Society
SOCI 355	Corrections
SOCI 357	Inequality and Stratification
SOCI 358	Political Sociology
SOCI 368	Social Deviance
SOCI 472	Law and Society
SOCI 473	Rights, Justice, Law and Inequality
SOCI 494	Special Topics (approval of department chair required)

POLI 321 or 322D (only one of these two courses may be applied to the major and the course will not apply to any concentration other than Crime, Justice, Law and Society)

Sociology Courses (SOCI)

SOCI 101D INTRODUCTION TO SOCIOLOGY (3)

This course is required for the Sociology major and 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. Offered every semester.

SOCI 216D CONTEMPORARY SOCIAL ISSUES: POWER AND INEQUALITY IN GLOBAL PERSPECTIVE (3)

This course critically examines issues of power, difference and inequality, utilizing comparative, historical, global and other critical perspectives. In an age of widening social polarization, the intersections of power, structure and agency are at the heart of sociological inquiry. Topics covered include stratification, social change, and struggles for peace and justice as they relate to issues of class, race, gender, sexuality and citizenship. The course will consider these issues in local, regional and global contexts. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements.

SOCI 217D CONTEMPORARY SOCIAL ISSUES: CRIME, JUSTICE, LAW AND SOCIETY (3)

This introductory-level course critically examines contemporary social issues in Crime, Justice, Law and Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the Crime, Justice, Law and Society concentration.

SOCI 218D CONTEMPORARY SOCIAL ISSUES: COMMUNITY, URBANIZATION, AND CULTURE (3)

This course considers the contemporary social issues that every city is facing. It will examine the political, economic, and socio-cultural nuances of major issues such as poverty, development, housing, education, immigration and crime.

Students will reflect on the role of community and how it both influences and is influenced by these issues. Finally, students will analyze different policies that have been used to address these issues. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements.

SOCI 225 QUANTITATIVE METHODS (3)

This course is required for the Sociology major and provides an introduction to the use of quantitative methods with an emphasis on descriptive statistics. Students learn concepts including quantitative research design, sampling methods, components of survey research, measurement and analysis of variables, and standards of ethical practice. Statistical procedures include central tendency and variability measures, the normal curve, probability, correlation, and regression. Students will also develop basic fluency in SPSS, a statistical software package, to analyze empirical data.

SOCI 226 QUALITATIVE METHODS (3)

This course is required for completion of the Sociology major and provides an introduction to the use of qualitative methods such as ethnographic research, field research, individual and focus group interviewing, historical comparative research, and qualitative survey research. Students learn concepts of research design including conceptualization, operationalization, sampling methods, and data analysis. These tools are integral to the execution of qualitative sociological research.

SOCI 294 SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY (LOWER DIVISION) (3)

An overview and 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.

SOCI 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 toys and automobiles as reflections of underlying cultural values and beliefs; and the promotion of "the good life" through popular advertising.

SOCI 315 ENVIRONMENTAL INEQUALITY AND JUSTICE (3)

Using a sociological perspective, this course explores how social power dynamics along racial, economic, and cultural lines are pertinent to understanding people's disproportionate access to clean, safe, and productive environments, on the one hand, and their unequal exposure to environmental harms, on the other. Through the critical examination of contemporary case studies, students in this

course will gain a greater appreciation of the social causes and consequences of environmental racism and inequality, as well as the efforts that are being taken by social groups engaged in political struggles for environmental justice.

SOCI 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.

SOCI 322 SOCIOLOGICAL THEORIES (3)

This course is required for completion of the Sociology major and provides an examination of classical and contemporary sociological theories as part of the development of the structures of knowledge, drawing on a wide range of theorists and perspectives, including micro and macro perspectives, consensus and conflict theories, structural functionalist modernization theory, world-systems analysis, critical race and feminist theory, and related questions of structure, agency and social change. Emphasis is on critical engagement with theorists and perspectives, and their respective strengths and weaknesses.

SOCI 331D 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.

SOCI 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.

SOCI 348 JUVENILE DELINQUENCY (3)

This course provides an empirical description and socio-historical analysis of the complex social problem of juvenile delinquency. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. The emphasis of the course is on the process through which juvenile behavior becomes juvenile delinquency and the process through which juveniles become juvenile delinquents. This course also explores theoretical explanations for deviance and law-violating behavior committed by juveniles.

SOCI 349 RACE AND THE CRIMINAL JUSTICE SYSTEM (FORMERLY CALLED SOCIAL CONTROL) (3)

An examination and analysis of structures of inequality as they relate to processes of social control. Emphasis on strategies utilized to label and combat deviant and criminal behavior. Attention will be focused on the organization and operation of the U.S. criminal justice system.

SOCI 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.

SOCI 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.

SOCI 352 SEXUALITY AND BORDERS (3)

This course critically examines sexuality as a set of social and political statuses ascribed to individuals. The course interrogates the ways that laws seek to govern rights and privileges of the citizenry according to these statuses of sexuality, in addition to the ways norms and informal policies prohibit and prescribe individuals' self expression. The course focuses on issues of crossing borders, both symbolic boundaries, such as norms of families and reproduction within the U.S., as well passage across national borders for purposes such as marriage immigration, sex tourism, and human trafficking for the sex trade.

SOCI 353 SOCIOLOGY OF FAMILIES (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.

SOCI 354 DRUGS AND U.S. SOCIETY (3)

This course provides a socio-historical 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.”

SOCI 355 CORRECTIONS (3)

This course is a critical evaluation of America’s historic and contemporary use of the correctional system as the primary response to crime and many social problems. This seminar is more about ideology than structure; of paramount interest are the social, political and economic contexts of prisons and the “tough on crime” movement that have produced the largest prison system in the world.

SOCI 357 INEQUALITY AND STRATIFICATION (3)

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

SOCI 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.

**SOCI 359D 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 phenomena such as production, reproduction, identity, and social change.

SOCI 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 of the means to assess social/cultural differences in a non-judgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

SOCI 363 URBAN SOCIOLOGY (3)

The goal of this course is to expose students to the array of topics that occupy the attention of contemporary urban scholars: political, economic, and cultural issues related to urban transformation, urban inequalities, urban design, urban consumption, urban sustainability, and urban security. It is strongly recommended that students complete SOCI 218D CSI: Community, Urbanization, and Culture, before enrolling in this course.

SOCI 364 WORK AND LABOR (3)

Examination of work, the labor force, and labor markets is integral to sociological theory and research. This course examines how labor and work affect and structure daily life, social structures, and the political economy. In addition, this course examines the relationship between politics and policy and the labor force in the United States.

SOCI 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.

SOCI 369D 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.

SOCI 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.

SOCI 380 SOCIAL MOVEMENTS (3)

An examination of the short-lived, and often extraordinary, non-institutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that periodically seem to disturb the orderly flow of human societal life. The processes will also be examined by which these “social aberrations” may become institutionalized as social

movements or as part of a new and emerging socio-cultural order.

SOCI 385 HEALTH AND SOCIETY (3)

This course will provide students with an understanding of how social signifiers, such as race, gender, ethnicity, socioeconomic status, and age, contribute to disparities in health across different places. Through case studies, students will be encouraged to examine the changing sociologies of health and illness in both a global and local context. Topics will include health care systems, HIV/AIDS, cancer, women's health, obesity, disability, mental health, and alcohol and tobacco. Throughout the course, special attention will be given to the role of medicalization in the transformation of certain human conditions into categories of health and illness.

SOCI 400 URBAN PLANNING (3)

An examination of the theories and practices of urban planning. Topics include approaches in urban planning as a technical profession, a visionary field, and a political and governmental function.

SOCI 455 CITIES IN A GLOBAL CONTEXT (3)

In this course, we will develop an understanding of cities as critical nodes within a world that is growing ever more socially, politically, and economically connected. We will investigate the causes and effects of this interconnectedness as well as the methods utilized to measure it. We will explore how the global context shapes urban issues, examining the urban networks across which capital, labor, and ideas flow.

SOCI 460 IMMIGRATION (3)

This course provides an overview of sociological research in the field of international migration and focuses on topics including: migration flows into gateway cities such as San Diego, New York, Los Angeles, and Miami; transnationalism; immigration law and policy; immigrant families; activism, citizenship, and work.

SOCI 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.

SOCI 472D 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 an objective system; rather, it is shaped by history, social conditions, and particular groups in society.

SOCI 473 RIGHTS, JUSTICE, LAW AND INEQUALITY (3)

The study of rights, justice, and law as social institutions. After being introduced to the socio-legal foundations of U.S. society and the scope of contemporary law, students will be expected to closely and critically examine the role law plays in the establishment and taking away of individual rights and liberties. Students will also be expected to develop an understanding of justice, of how the meaning of justice has changed over the course of U.S. history, and of the social forces that have played a role in molding new interpretations of justice. This course places special emphasis on the law's role in both producing and remedying social inequality. Particular attention is given to the subjects of race, gender, class, civil rights, and privacy rights.

SOCI 493 FIELD EXPERIENCE IN SOCIOLOGY (1-3)

Practical experience in a field setting under professional and faculty supervision. May be taken for one to three units per semester. Each student will complete 40-120 hours of training and service (40 hours per unit of credit) 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 are required from each student. Field experience courses may not be applied toward fulfillment of requirements for the Sociology major. Consent of faculty supervisor is required prior to registration. Pass/fail option only.

SOCI 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 professor. May be repeated for credit with different course content.

SOCI 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. Junior or senior standing and consent of the faculty supervisor are required prior to registration.

SOCI 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 and Performance Studies

Lisa M. Baird, PhD, INTERIM CHAIR

Pavlo Bosyy, MFA

Ray Chambers, BA

Evelyn Diaz Cruz, MFA

Jeannie Galoto, MFA

Terry Glaser, MFA

Nathaniel Parde, MFA

Elizabeth Shipman, MA, CMA

Monica Stuft, PhD

George Yé, MFA

The Theatre Arts and Performance Studies Department

The Theatre Arts and Performance Studies Department offers a major and minor in theatre arts, as well as core curriculum courses. Our program frames theatre within the liberal arts environment as a holistic educational experience through integrated practical and theoretical study. We offer broad-based theatre training in the following areas: performance, scenography, theatrical production as well as performance studies. In order to facilitate an understanding of the wider applications of theatre practice beyond the theatre proper, we encourage students to explore the relationship of performance to social and cultural practices both viscerally and intellectually. Additionally, we give students the tools and methodologies to investigate a range of theatre and performance practices in a variety of national, international, historical and contemporary contexts. In addition to our professionally active faculty we engage renowned theatre practitioners who mentor our students by serving as directors or designers in season productions, guest speakers or special topic workshop leaders throughout the academic year. Through their course

of study at USD, a theatre arts student has the opportunity to cultivate translatable skills that will empower them to think critically, engage creatively, and collaborate effectively enhancing their life options and diversified employability.

Major Requirements

The theatre arts and performance studies 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 370 Performance Studies (3)

THEA 375C Theatre and Community (3)

Take one course (three units) from the following:

ENGL 280 Introduction to Shakespeare (3)*

ENGL 324 Renaissance Drama (3)

ENGL 334 Restoration and 18th-Century Drama (3)

ENGL 362 Modern Drama (3)

THEA 369 Contemporary Theatre (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 (three units) from the following:

- THEA 360W Theatre History (3)
- THEA 369 Contemporary Theatre (3)

Take one from the remaining upper division courses (three 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 department chair to ensure that graduation requirements are met.

Core Curriculum

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 and Performance Studies Courses (THEA)

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.

THEA 115 THEATRE PRACTICUM I FOR NON-MAJORS (1)

A course for non-majors/non-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 three units.

THEA 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 three units.

THEA 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.

THEA 220 FUNDAMENTALS OF THEATRICAL DESIGN (3)

This course focuses on understanding foundational elements of theatrical design and developing the skills to translate text into visual content. It involves script analysis, research, creative exploration, and visual communication. Satisfies the core curriculum fine arts requirement.

THEA 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.

THEA 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. Prerequisite: THEA 230.

THEA 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.

THEA 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, stage management, 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 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.

THEA 315 THEATRE PRACTICUM II FOR NON-MAJORS (1)

A course for non-majors/non-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.

THEA 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 three units.

THEA 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 theatrical productions, both on and off campus. Prerequisite: THEA 220.

THEA 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.

THEA 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.

THEA 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. Prerequisite: THEA 111 or 230.

THEA 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 studying the creation of theatre. Prerequisite: THEA 111.

THEA 365W PLAYWRITING (3)

This course will focus writing scenes and creating work in playwriting format through reading, writing and acting exercises. A final project is the writing of an original one-act play. Prerequisite: THEA 111, 230, or ENGL 121.

THEA 369 CONTEMPORARY THEATRE (3)

This course examines diverse contemporary plays, including alternative and avant-garde forms of theatre. It involves textual analysis, production history, and critical theory as is applicable to current dramatic criticism and interpretation. Prerequisite: THEA 111 or permission of instructor.

THEA 370 PERFORMANCE STUDIES (3)

This course focuses on the critical terms and practices of the contemporary study of performance. Several key terms and important genres of artistic and social performance will be engaged through an in-depth analysis of live and recorded performances as well as performance texts. The course will draw disciplinary methodologies from anthropology and ethnography in addition to employing concepts from literary and cultural theory. Projects combine written and performance elements to help students develop as scholar-practitioners. Prerequisite: THEA 111 or permission of instructor.

THEA 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.

THEA 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.

THEA 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.

THEA 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.

THEA 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, 305/305L.

THEA 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

Ronald A. Pachence, PhD, CHAIR

Maria Pilar Aquino, STD

Susie Paulik Babka, PhD

Bahar Davary, PhD

Mary Doak, PhD

Orlando O. Espín, ThD

Russell Fuller, PhD

Florence Morgan Gillman, PhD, STD

Aaron S. Gross, PhD

Evelyn Kirkley, PhD

Louis Komjathy, PhD

Dennis W. Krouse, STD

Mary E. Lyons, PhD

Gerard Mannion, DPhil

Lance E. Nelson, PhD

Maria Pascuzzi, STD, SSL

Patricia A. Plovianich, PhD

Emily Reimer-Barry, PhD

Karen Teel, PhD

Karma Lekshe Tsomo, PhD

The Department of Theology and Religious Studies is a diverse community of scholars who advance the teaching and study of religion with particular attention to fostering understanding of Catholic traditions. In support of the educational mission of the university and the furtherance of our own disciplines, we pursue excellence in scholarship. As a faculty that is multidisciplinary in both training and

outlook, we bring a spirit of creativity and dialogue to bear on the exploration of religious meaning.

We are dedicated to our role in fulfilling the liberal arts goals of the core curriculum, and equally committed to fostering a vibrant cohort of majors and minors. By providing an intellectually rigorous program, we create opportunities for students to probe religion as a constitutive element of human experience and values, and to acquire skills for engaging diverse dimensions of religion with openness and respect.

The Theology and Religious Studies Major

Major Requirements – 36 units

Lower Division

Two courses (6 units) chosen from among the following: THRS 110-203.

Majors are encouraged to choose these two lower-division courses in consultation with their advisors and with careful attention to the various prerequisites specified for upper division courses

Upper Division

- THRS 301 (3 units)
- One course (3 units) in Bible or in Christianity chosen from among the following: THRS 330-362, 364, 367-369, 381-388.
- One course (3 units) in a religious tradition other than Christianity chosen from among the following: THRS 312-321.
- One course (3 units) from among the following must be taken in the final spring semester: THRS 450W Themes in Theological Studies or 451W Themes in Religious Studies. Note: Majors are encouraged to enroll multiple times in 450W and 451W before the required course in the final spring semester.

Elective Credit

Students must complete 18 other units (6 courses) elective credit, only 3 units of which may be chosen from among the lower-division courses.

Majors may concentrate in specific areas of study through careful distribution of their elective units, including but not limited to biblical studies, religious studies, systematic theology, and theological ethics. It is important to select an advisor specialized in one's area of interest.

The Theology and Religious Studies Minor

Minor Requirements – 18 units

18 units in Theology and Religious Studies, of which at least 9 must be upper division courses.

Theology and Religious Studies Courses (THRS)

THRS 110 EXPLORING RELIGIOUS MEANING (3)

A thematic and topical introduction to the study of religion. Drawing material from at least four religious traditions, including Christianity, this course considers a range of possible themes and topics such as symbol, ritual, mysticism, myth, material culture, gender, ethics, ecology, death and the afterlife, and contemplative practice.

THRS 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.

THRS 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.

THRS 116 INTRODUCTION TO BIBLICAL STUDIES (3)

A study of the Old and New Testaments and their formation, historical character, primary themes, and interpretation.

THRS 119 CHRISTIANITY AND ITS PRACTICE (3)

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life.

THRS 202 SPECIAL TOPICS IN THEOLOGY (3)

An examination of selected issues or themes in theology and/or theological ethics, from one or more Christian perspectives, to be chosen by the instructor. Topics will vary semester by semester. A list of current special topics offerings is available on the department's website.

THRS 203 SPECIAL TOPICS IN RELIGIOUS STUDIES (3)

An examination of selected issues or themes in religion to be chosen by the instructor. Topics will have a comparative focus. Topics will vary semester by semester. A list of current special topics offerings is available on the department's website.

THRS 301 RELIGION CAFÉ: MAJORS AND MINORS' SEMINAR (3)

Through the study of exemplary texts and presentations from invited Theology and Religious Studies faculty members, this seminar will introduce students to the various methodologies in the academic study of religion, as well as to the research interests of current faculty members in the department. This course will also address basic research methodologies, the use of the library and the internet, and the construction of a research paper. This seminar is required of all majors and is open to minors. The course should be taken as soon as possible following the declaration of the major. Prerequisites: Declaration of major or minor; THRS 110, 112, 114, 116, 119, 202 or 203.

THRS 312 THE HINDU TRADITION (3)

A study of key aspects of the multiple ways of being religious that form the Hindu tradition, including scriptures, theologies, spiritualities, rituals, social practices, images of divinity, important figures, and contemporary developments. Points of contact with other Indic traditions, Christianity, and Islam will be considered as appropriate. Prerequisite: THRS 110, 112, 203, or consent of instructor.

THRS 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.

THRS 314 BUDDHIST THOUGHT AND CULTURE (3)

An introduction to the academic study of Buddhism. The course systematically explores the historical development, philosophical premises, religious practices, social institutions, and cultural expressions of the world's Buddhist traditions, with special emphasis on points of contact between Buddhist and Christian thought. Prerequisite: THRS 110, 112, or consent of instructor.

THRS 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, 203, or consent of instructor.

THRS 316 THE DAOIST TRADITION (3)

An introduction to the Daoist (Taoist) tradition as both an indigenous Chinese religion and global cultural and religious phenomenon. This course provides a systematic overview of Daoist history and explores important and representative Daoist concerns such as cosmology, dietetics, ethics, meditation, ritual, and scripture study. Prerequisite: THRS 110, 112, 203, or consent of instructor.

THRS 317 RELIGIONS OF CHINA (3)

An introduction to Chinese religions with specific emphasis placed on the indigenous Chinese religions of Confucianism and Daoism (Taoism) as well as on Chinese forms of Buddhism. This course explores not only Confucianism, Daoism, and Buddhism as Chinese cultural traditions, but also the transformation of those traditions in contemporary China and in contemporary America. Prerequisite: THRS 110, 112, 203, or consent of instructor.

THRS 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, 203, or consent of instructor.

THRS 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, 203, 358, or consent of instructor.

THRS 330 FOUNDATIONS OF CHRISTIAN ETHICS (3)

A study of the life of Christian discipleship, centered on the development of moral character, on the role of communities in the living of Christian life, and on norms for the personal and social actions of Christians. Prerequisite: THRS 114, 116, 202, 119, or consent of instructor.

THRS 331 SEXUAL ETHICS IN THE CATHOLIC TRADITION (3)

An examination of human sexuality from the perspective of the Roman Catholic tradition. After an introduction to Catholic ethical method, the course examines traditional and contemporary understandings of sexuality, gender, sexual orientation, love, and justice. This provides a foundation for consideration of moral norms regarding such issues as marriage, non-marital sex, LGBTQ sexuality, masturbation, pornography, birth control, prostitution, and prevention of sexually transmitted infections including

HIV/AIDS. Prerequisite: THRS 114, 116, 119, 202, or consent of instructor.

THRS 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, 119, 202, or consent of instructor.

THRS 335 CATHOLIC SOCIAL THOUGHT (3)

An examination of the living tradition of Catholic social thought. The course will explore themes in Catholic social teaching, such as economic justice, sustainability, feminist concerns, peacemaking, the role of the Church in civil society, and a consistent ethic of solidarity. Prerequisite: THRS 114, 116, 119, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 353 EARLY CHRISTIANITY (3)

A study of the theology and religious practices of the first five centuries of Christianity. Prerequisite: THRS 114, 116, 119, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 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: Any lower-division THRS course.

THRS 358 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, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 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, 202, or consent of instructor.

THRS 362 CHRISTIAN UNDERSTANDINGS OF SALVATION (3)

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives. Prerequisite: THRS 116, 202, or consent of instructor.

THRS 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.

THRS 364 THEOLOGY OF THE CHURCH (3)

An investigation of the origin, nature, and function of the Church, primarily from the Catholic perspective. Prerequisite: THRS 114, 116, 119, 202, or consent of instructor.

THRS 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.

THRS 367 FEMINIST THEOLOGY (3)

An exploration of contemporary feminist theologies from the Christian perspective to gain knowledge of their contributions and challenges to the whole of the Christian tradition. Included is a survey of historical emergence, methods and approaches, major theological themes, tasks, and spirituality. Prerequisite: THRS 112, 114, 116, 119, 202, or consent of instructor.

THRS 368 LATINO/A THEOLOGIES (3)

An analysis of the contexts, methods, major themes, authors, and texts of Latino/a theologies. Liberation and cultural theologies will be emphasized. Prerequisite: THRS 116, 202, or consent of instructor.

THRS 369 LIBERATION THEOLOGY (3)

A study of the origin, characteristics, and major themes of liberation theologies, with special attention to the theologies of liberation in Christianity and their contribution to social justice and constructive transformation today. Liberation theologies in other religious traditions may also be considered. Prerequisite: Any lower-division THRS course or consent of the instructor.

THRS 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: Any lower-division THRS course.

THRS 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: Any lower-division THRS course.

THRS 381 THE FIVE BOOKS OF MOSES (3)

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) and their composition and most important themes and concepts. Prerequisite: THRS 116 or consent of instructor.

THRS 382 THE PROPHETIC TRADITIONS OF ISRAEL (3)

A study of Old Testament prophets in their historical, social, and political backgrounds. Prerequisite: THRS 116 or consent of instructor.

THRS 383 THE GOSPELS OF MATTHEW, MARK, AND LUKE (3)

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first three Gospels. Prerequisite: THRS 116 or consent of instructor.

THRS 385 PAUL, THE MAN AND HIS MESSAGE (3)

A study of Paul, his social-historical context, and his theological thought. Prerequisite: THRS 116 or consent of instructor.

THRS 386 JOHANNINE THEOLOGY (3)

A study of the Gospel and the letters of John. Prerequisite: THRS 116 or consent of instructor.

THRS 388 THE WORLD OF THE BIBLE (3)

A study of historical, political, social, cultural, and religious issues of selected periods of biblical history.

THRS 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.

THRS 450W THEMES IN THEOLOGICAL STUDIES (3)

A study of selected issues, problems, or themes of relevance across the various specialties and subfields in theological studies. The selected issue or theme will be explored both deeply and broadly. Specification will be made by the instructor. The course may be repeated for credit with different course content. This course meets the requirements for a USD W course. Students will produce and orally present substantial term papers. Prerequisites: THRS 301; declared major or minor in THRS.

THRS 451W THEMES IN RELIGIOUS STUDIES (3)

A study of selected issues, problems, or themes of relevance across the various specialties and subfields in religious studies. The selected issue or theme will be explored both deeply and broadly. Specification will be made by the instructor. The course may be repeated for credit with different course content. This course meets the requirements for a USD W course. Students will produce and orally present substantial term papers. Prerequisite: THRS 301; declared major or minor in THRS.

THRS 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: If any, vary with instructor and topic.

THRS 499 DIRECTED INDIVIDUAL STUDY (1-3)

Prerequisite: consent of instructor and approval of the department chair and the dean

Women's and Gender Studies

PROGRAM COORDINATOR

Lori Watson, PhD, Philosophy

The Women's and 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 Women's and 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 course catalog.
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 course catalog. Thus 3-9 units of lower-division work, and 9-15 units of upper division coursework 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.
5. GNDS 495, Advanced Women's and Gender Studies (3)

Women's and Gender Studies Courses (GNDS)

GNDS 101 INTRODUCTION TO WOMEN'S AND 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.

GNDS 494 TOPICS IN WOMEN'S AND 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 coursework in the gender studies minor or have consent of the instructor.

GNDS 495 ADVANCED WOMEN'S AND 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.

GNDS 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 catalog that count toward the women's and 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

- COMM 325 Interpersonal Communication (3)*
- COMM 432 Film and Cultural Politics (3)
- COMM 445 Gender Communication (3)
- COMM 482 Children and Media (3)
- COMM 494 Feminist Rhetoric (3)
- POLS 316D Sex, Power and Politics (3)

- PSYC 359D Health Psychology of Women and Ethnic Groups (3)
- SOCI 101D Intro to Sociology (3)*
- SOCI 311 Popular Culture (3)
- SOCI 320 U.S. Society (3)
- SOCI 353 Sociology of Families (3)
- SOCI 357 Inequality and Stratification (3)
- SOCI 359D Gender thru the Prism of Difference (3)
- SOCI 369D Sexualities (3)
- SOCI 464 Community, Consensus, Commitment (3)*
- SOCI 494 Race and Performance (3)
- SOCI 494 Women in Poverty (3)

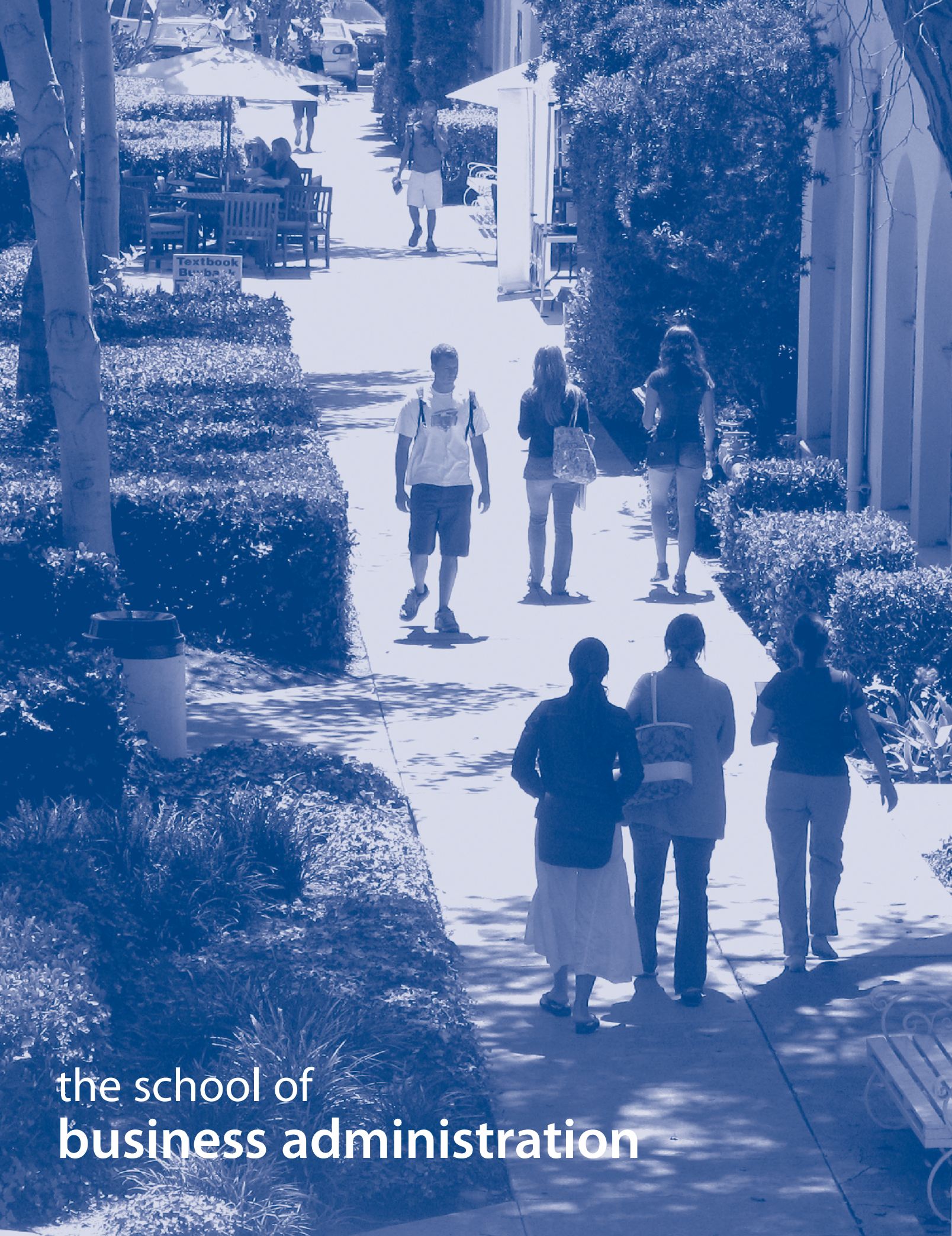
Humanities

- ENGL 121 Composition and Literature (3)*
- ENGL 223 Growing-up Fiction (3)
- ENGL 224 Women's Literature (3)
- ENGL 224H Women Writers (3)
- ENGL 225 Chicano Lives (3)
- ENGL 228 Literature in Violent Times (3)
- ENGL 231 Children Literature (3)
- ENGL 342 Romanticism (3)
- ENGL 358 U.S. Ethnic Literature (3)
- ENGL 374 Gender and Literature (3)
- ETHN 110 Ethnic Identity in the United States (3)*
- ETHN 494 African-Americans Civil Rights (3)
- ETHN 494 Race and Performance (3)
- ETHN 494 Race, Gender vs Mex Border (3)
- FREN 414 French Women Writers (3)
- HIST 323 Medieval Women (3)
- HIST 331 Renaissance Europe (3)
- HIST 346 Modern European Women and Politics (3)
- HIST 347 Modern European Women and Power (3)
- HIST 367 Women in East Asia (3)
- PHIL 111 Philosophy of Human Nature (3)*
- SPAN 302 Cultural History of Spain (3)*
- SPAN 426 Spanish Literature of the 18th and 19th Century (3)
- THRS 114 Foundations in Catholic Theology (3)*
- THRS 334 Christian Social Ethics* (3)
- THRS 367 Feminist Theology (3)
- THRS 370 Gender and Religion in the United States (3)

Business Administration

- MGMT 306 Women in Management (3)
- ECON 321 Women and Work (3)

** Students must consult with gender studies advisors to assure enrollment in the appropriate section.*



the school of
business administration

School Of Business Administration

Administration

David Pyke, PhD, DEAN

C. David Light, PhD, ASSOCIATE DEAN

Manzur Rahman, PhD, JD, ASSOCIATE DEAN

Carmen M. Barcena, EdD, ASSISTANT DEAN, INTERNAL
AND STUDENT AFFAIRS

David A. Bergheim, MBA, DIRECTOR OF MARKETING

Elizabeth G. Mueller, MBA, DIRECTOR OF DEVELOPMENT

Undergraduate Programs

Thomas M Dalton, PhD, CPA, DIRECTOR

Graduate Programs

Master of Business Administration

International Master of Business Administration

Kacy Hayes, PhD, ADMINISTRATIVE DIRECTOR

Manzur Rahman, PhD, JD, ACADEMIC DIRECTOR

Master of Science in Accountancy

Diane D. Pattison, PhD, ACADEMIC DIRECTOR

Master of Science in Executive Leadership

Christina de Vaca, MBA, DIRECTOR

Master of Science in Global Leadership

Stephanie Kiesel, JD, MPA, DIRECTOR

Master of Science in Real Estate

Charles Tu, PhD, ACADEMIC DIRECTOR

Ines A. Kraft, PhD, ADMINISTRATIVE DIRECTOR

Master of Science in Supply Chain Management

Lauren Lukens, MA, DIRECTOR

Master of Science in Taxation

Diane D. Pattison, PhD, ACADEMIC DIRECTOR

Centers, Institutes, and Programs

www.sandiego.edu/business

Accountancy Institute

Diane D. Pattison, PhD, DIRECTOR

Ahlers Center for International Business

Denise Dimon, PhD, DIRECTOR

Burnham-Moores Center for Real Estate

Mark J. Riedy, PhD, EXECUTIVE DIRECTOR

Center for Peace and Commerce

Stephen J. Conroy, PhD, ACADEMIC DIRECTOR

Supply Chain Management Institute

Joel Sutherland, MBA, MANAGING DIRECTOR

Faculty

Andrew T. Allen, PhD

Craig B. Barkacs, MBA, JD

Linda Barkacs, JD

Annalisa Barrett, MBA

Kenneth Bates, PhD

Tara Ceranic, PhD

Jason Chen, PhD

Stephen J. Conroy, PhD

Thomas Copeland, PhD

Simon Croom, PhD, FCIPS

Richard Custin, JD, LLM

Thomas M Dalton, PhD, CPA

John Demas, MBA, JD

Shreesh D. Deshpande, PhD

Denise Dimon, PhD

Kokila P. Doshi, PhD

Kristine Ehrich, PhD

Seth R. Ellis, PhD

Joey Gabaldon, MBA

Alan Gin, PhD

John D. Hanson, PhD

Donald L. Helmich, PhD

Judith A. Hora, PhD

Johanna Steggert Hunsaker, PhD

Phillip L. Hunsaker, DBA

Aarti Ivanic, PhD

Robert R. Johnson, PhD

Mark Thomas Judd, MIB, CPA

Rangapriya Kannan-Narasimhan, PhD

Timothy P. Kelley, PhD, CPA

Deborah Kelly, DBA

Maria Kniazeva, PhD

Marc Lampe, MBA, JD

Michael Lawless, PhD

C. David Light, PhD

Yen-Ting Lin, PhD

Xin Liu, PhD

Barbara Lougee, PhD

Alyson Ma, PhD

Loren L. Margheim, PhD, CPA

Patricia Marquez, PhD

Robin McCoy, PhD

Ryan McKeon, PhD

Moriah Meyskens, PhD

Norm Miller, PhD

Thomas O. Morris, PhD

Andrew J. Narwold, PhD

Cynthia Nitsch, MA

Joan Passovoy, MBA

Diane D. Pattison, PhD

Cynthia Pavett, PhD
 Johan Perols, PhD, CPA
 Rebecca Perols, MS
 James T. Perry, PhD
 Jillian Phillips, PhD, CPA
 Mario J. Picconi, PhD
 David Pyke, PhD
 Manzur Rahman, PhD, JD
 Ryan Ratcliff, PhD
 Carl M. Rebman Jr., PhD
 Mark J. Riedy, PhD
 Daniel A. Rivetti, DBA
 Miriam Rothman, PhD
 Vivek Sah, PhD
 Jonathan Sandy, PhD
 James K. Smith, LLM, PhD, JD, CPA
 Tyagarajan N. Somasundaram, PhD
 Steven W. Sumner, PhD
 Marko Sventina, PhD
 Charles J. Teplitz, DBA
 Charles Tu, PhD
 Vicente Vargas, PhD
 Gary G. Whitney, PhD
 Barbara E. Withers, PhD
 Dirk S. Yandell, PhD
 Carsten Zimmermann, PhD
 Dennis P. Zocco, PhD

Engineering Programs

Kathleen A. Kramer, PhD, DIRECTOR

Electrical Engineering Program

Susan M. Lord, PhD, COORDINATOR
 Ernest M. Kim, PhD, PE
 Kathleen A. Kramer, PhD
 Mikaya L. D. Lumori, PhD
 Michael S. Morse, PhD, JD
 Thomas F. Schubert, Jr., PhD, PE

Industrial & Systems Engineering Program

Leonard A. Perry, PhD, COORDINATOR
 Bradley Chase, PhD, MPH
 Truc Ngo, PhD
 Rick T. Olson, PhD

Mechanical Engineering Program

Ming Z. Huang, PhD, PE, COORDINATOR
 Frank G. Jacobitz, PhD
 James G. Kohl, PhD
 David M. Malicky, PhD
 Matthew T. McGarry, PhD

Paralegal Studies Certificate Program

Susan M. Sullivan, MA, DIRECTOR

The School of Business Administration

The School of Business Administration is committed to developing socially responsible leaders with a global mindset through academically rigorous, relevant, and values-based education and 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, economics, finance, international business, marketing, and real estate. 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.

Board of Advisors

Dr. Marjorie Blanchard, The Ken Blanchard Companies
 Dr. Allan Bombard, Sequenom, Inc.
 Mr. Robert Bruning, Assurance & Advisory Business Services
 Mr. Malin Burnham, The Burnham Foundation
 Ms. Kate Collier, Bank of America, Merrill Lynch
 Mr. Tres Conrique, Rancho Santa Fe Technologies
 Dr. Thomas Cooper, Aperture Venture Partners
 Mr. Chris Crane, Opportunity International
 Mr. J. Scott DiValerio, Coinstar, Inc.
 Mr. Michael Gallegos, Pacific Pearl Hotels & Resorts
 Mr. John Kontopuls, Elite Show Services, Inc.
 Mr. Kenneth Koo, Tai Chong Cheang Group
 Mr. Andy Laats, Nixon, Inc.
 Mr. Michael Mack, Garden Fresh Restaurant Corp.
 Mr. Robert J. Mac Kay, Pepsi Beverages Company
 Mr. Terry Magee, Wavestream Corporation
 Mr. Luis Maizel, LM Advisors, Inc.
 Mr. Henry L. Nordhoff, Gen-Probe
 Dr. Dave Pyke, University of San Diego

Mr. Garry O. Ridge, WD-40 Company
 Mr. Paul Rodeno, Security Business Bank
 Mr. Bryce Ruiz, Ruiz Foods, Inc.
 Mr. Brian Sagi, Cerian Technology Ventures, LLC
 Dr. Jonathan Scheff, Health Net, Inc.
 Ms. Susan Snow, TTEch North America
 Ms. Janean Stripe, RJL Wealth Management
 Mr. Thomas Yang, Callaway Golf Company

Accountancy Programs Executive Board

Mr. Dana Basney, CBIZ MHM, LLC
 Mr. John Clift, Ernst & Young, LLP
 Mr. Joseph Dowds, Deloitte & Touche, LLP
 Mr. John Driscoll, General Atomics
 Mr. Steve Embry, PricewaterhouseCoopers, LLP
 Mr. Robert LaCour, AKT
 Mr. Mark Lindsay, Lindsay & Brownell
 Mr. Russ Slaughter, KPMG
 Mr. Don Williams, Grant Thornton

Burnham-Moores Center for Real Estate, Commercial Real Estate Committee

Chair: Mr. Charles Abdi, Finest City Realty Advisors
 Mr. Robert F. Anselmo, The Corky McMillin Companies
 Mr. David Bark, First American Title Insurance Co.
 Mr. Robert D. Bell, Esq., Luce Forward Hamilton & Scripps, LLP
 Mr. Thomas G. Blake, Coast Income Properties, Inc.
 Mr. Robert G. Bohrer, Consultant
 Ms. Deborah A. Bossmeyer, Stewart Title of California
 Mr. Dan T. Broderick, Cassidy Turley BRE Commercial
 Mr. Richard A. Caterina, Johnson Capital
 Mr. David F. Davis, D.F. Davis Real Estate, Inc.
 Mr. Curtis Gabhart, ACI Apartments
 Mr. Louis A. Galuppo, Galuppo & Blechschmidt
 Mr. Brian Gates, H.G. Fenton Co.
 Mr. Mark Hoekstra, Heritage Real Estate Advisors, Inc.
 Mr. Pasquale Ioele, Cassidy Turley BRE Commercial
 Mr. Jerry H. Jacquét, Meissner Jacquét Investment Management Services
 Mr. Michael Kazemzadeh, City National Bank
 Mr. Jim Laverty, Barney & Barney, LLC
 Mr. Daniel P. McCarthy, Cushman & Wakefield
 Mr. David Michan, Strata Equity Group, Inc.
 Mr. Nathan L. Moeder, The London Group Realty Advisors, Inc.
 Mr. John C. Mulvihill, Pacific Life Insurance Co.
 Mr. Jack Naliboff, StepStone Real Estate Services, Inc.
 Mr. James Nigro, U.S. Bank
 Mr. John S. Pagliuso, Wells Fargo
 Mr. Christopher J. Pasquale, CB Richard Ellis, Inc.
 Mr. Daniel J. Phelan, Pacific Southwest Realty Services

Mr. R. Andrew Pollin, The Pollin Group
 Ms. Randi S. Rosen, KPMG, LLP
 Ms. Renee M. Savage, Capital Growth Properties, Inc.
 Mr. Roger Simsiman, Rho Advisory Group
 Ms. Lori E. Smith, Smith Financial Networks
 Mr. Jeffrey R. Stoke, Esq., Procopio, Cory, Hargreaves & Savitch
 Mr. Shawn Tobias, Hines
 Mr. Scott Tornberg, PricewaterhouseCoopers
 Mr. Michael D. Verbeck, Ernst & Young, LLP
 Mr. John Vorsheck, Marcus & Millichap
 Mr. John P. Wickenhiser, Wells Fargo
 Mr. Christopher F. Wood, Voit Real Estate Services
 Mr. Donald S. Zech, CDC Commercial, Inc.

Burnham-Moores Center for Real Estate, Executive Committee

Chair: Mr. Ian M. Gill, Highland Partnership, Inc.
 Ms. Barbara R. Cambon, Snowcreek Management Co.
 Ms. Gina Champion-Cain, American National Investments, Inc.
 Mr. Dennis S. Cruzan, Cruzan Monroe Investments
 Ms. Julie Dillon, Dillon Development, Inc.
 Dr. Douglas G. Duncan, Fannie Mae
 Mr. Mitchell P. Ellner, Retired Partner, Ernst & Young, LLP
 Mr. J. Bradley Forrester, ConAm Group of Companies
 Mr. Bradley A. Geier, Merlone Geier Partners
 Mr. Mark Gleiberman, MG Properties Group
 Mr. Cory Grant, Esq., Grant Hinkle & Jacobs, Inc.
 Mr. R. Kent Griffin, BioMed Realty Trust, Inc.
 Mr. Timothy P. Haidinger, Haidinger Properties
 Mr. Peter J. Hall, Realty Advisory Services
 Mr. Sherman D. Harmer Jr., Urban Housing Partners, Inc.
 Mr. Kurt J. Huppert, U.S. Bank
 Mr. Ash Israni, Pacifica Companies
 Mr. Curt Johnson, First American Financial Corp.
 Mr. Stath J. Karras, Cushman & Wakefield
 Mr. Rob Lankford, Lankford & Associates, Inc.
 Ms. Mary Ann McGarry, Guild Mortgage Co.
 Mr. Robert M. McGill, Neighborhood Bancorp
 Mr. Daniel F. Mulvihill, Pacific Southwest Realty Services
 Mr. Steven G. Osgood, Square Foot Companies, LLC
 Mr. Robert Petersen, Asset Management Group
 Mr. James P. Previti, Guardian Companies
 Mr. Jeffrey L. Reed, Wells Fargo
 Mr. Matthew J. Reno, Reno Contracting, Inc.
 Mr. Michael S. Robb, Pacific Life
 Mr. Steve Scott, Kilroy Realty Corp.
 Mr. Thomas W. Sudberry Jr., Sudberry Properties, Inc.
 Mr. Joseph B. Tyson, Cisterra Capital
 Mr. Douglas P. Wilson, Douglas Wilson Companies
 Mr. Alex F. Zikakis, Capstone Advisors

Ex Officio Members

Mr. Charles Abdi, Finest City Realty Advisors
 Mr. Joseph C. Anfuso, Highland Fairview Co.
 Mr. Matthew Carlson, Cushman & Wakefield
 Mr. William T. Ostrem, Black Mountain Ranch, LLC
 Mr. Christopher J. Pascale, CB Richard Ellis
 Dr. Manzur Rahman, University of San Diego.

Emeritus Members

Mr. Malin Burnham, Burnham Foundation
 Dr. Author E. Hughes, USD President Emeritus
 Mr. William D. Jones, City Link Investment Corp.
 Mr. Keith Johnson, Fieldstone Communities, Inc.
 Mr. John C. Kratzer, JMI Realty, Inc.
 Mr. Joseph R. Reppert, CoreLogic
 Mr. John M. Robbins, Bexil American Mortgage, Inc.

Burnham-Moores Center for Real Estate, Residential Real Estate Committee

Chair: Mr. Joseph Anfuso, Highland Fairview Co.
 Mr. Edward Aloe, CALCAP Advisors Inc.
 Mr. Steven C. Atwood, Provident Bank Mortgage
 Mr. Paul Barnes, Shea Homes San Diego
 Ms. Lynn Borkenhagen, Allen Matkins Leck Gamble Mallory & Natsis, LLP
 Mr. Anthony Botte, NVR, Inc.
 Ms. Kristen Conner, PricewaterhouseCoopers
 Mr. Robert C. Cummings, Chelsea Investment Corporation
 Mr. Lionel R. Deschamps, KPMG, LLP
 Mr. Michael E. Dullea, Equity Title and Title Resources Guaranty Co.
 Mr. Greg Garrabrants, Bank of Internet USA
 Mr. Daniel Golovoto, Equity Residential
 Mr. Joseph S. Greenblatt, Sunrise Management
 Mr. Robert S. Griswold, Griswold Real Estate Management, Inc.
 Mr. Stephen H. Hinckley, Centre Trust Advisors Capital Partners
 Mr. Rick Hoffman, Coldwell Banker Residential Real Estate Brokerage
 Mr. Jamo Kennedy, 3G Development, Inc.
 Mr. Michael T. Mercurio, Esq., San Diego Association of Realtors
 Mr. Michael Nagy, San Diego Regional Chamber of Commerce
 Mr. Alan N. Nevin, The London Group Realty Advisors, Inc.
 Mr. Keffer Norris, Vista Pacific Holdings, LLC
 Mr. John Olinski, OneWest Bank
 Mr. William Ostrem, Black Mountain Ranch, LLC
 Ms. Laura Pephens, Residential Wholesale Mortgage, Inc.
 Mr. Joe Perez, Squar Milner
 Mr. Lorne R. Polger, Esq., Pathfinder Partners, LLC

Mr. Brian Revelli, The Pollin Group
 Ms. Sue Reynolds, Community Housing Works
 Ms. Susan Riggs Tinsky, San Diego Housing Federation
 Mr. Francis X. Riley, San Diego HUD Office
 Mr. James J. Schmid, Esq., Chelsea Investment Corp.
 Ms. Nancy Scull, Luce Forward Hamilton & Scripps, LLP
 Mr. Gregory M. Shields, Project Design Consultants
 Mr. Rick A. Snyder, R.A. Snyder Properties, Inc.
 Mr. Erik Weichert, Weichert Realtors Elite
 Mr. Travis J. Wheeler, First American Title Insurance Company
 Mr. Borre Winckel, Building Industry Association of San Diego County

Burnham-Moores Center for Real Estate, Young Entrepreneurs Council

Chair: Mr. Matthew Carlson, Cushman & Wakefield
 Ms. Ann Bruce, Cruzan Monroe Investments
 Mr. Brian Gates, H.G. Fenton Co.
 Mr. Matthew Grosz, Chelsea Investment Corp.
 Mr. Fernando R. Landa Esq., Trigild Inc.
 Ms. Courtney Murphy, The Irving Group
 Mr. Alex Plishner, Shea Homes
 Ms. Emma Ricci, Ernst & Young LLP
 Ms. Kelly Souza, Wells Fargo
 Mr. Justin Suiter, Pasco Laret Suiter & Associates

Center for Peace and Commerce Executive Advisory Committee

Mr. Andrew Aiello-Hauser, Anthony's Fish Grotto
 Mr. Mark Anderson, EURUS Energy
 Ms. Tammy Barnett, Kyocera International
 Mr. Mark Bowels, ecoAtm
 Mr. Sean Carpenter, Project Concern International
 Mr. Jeff Church, Nika Water
 Mr. Alberto Coppel, Coppel Stores
 Ms. Karen Hoehn
 Mr. Siyamak Khorrami, Sky River Communications
 Mr. Ned McMahon, Malama Composites
 Mr. Richard Muscio, Friedman and Brannen, LLP, Indevia Accounting
 Mr. Bennett Peji, BennettPejiDesign
 Mr. Charlie Piscitello, Petco/Petco Foundation
 Mr. Jorge Riquelme, Bayside Community Center
 Ms. Peg Ross, Grameen Foundation
 Ms. Elisa Sabatini, Via International
 Ms. Gloria Sandvik, Sandvik & Associates
 Ms. Janine Schooley, Project Concern International
 Ms. Michelle Weinger

Master of Science in Executive Leadership Advisory Board

Dr. Curtis Cook, University of San Diego
 Mr. John Kontopuls, Elite Show Services, Inc.
 Ms. Eunice Parisi-Carew, The Ken Blanchard Companies

Ms. Allison Pico, The Ken Blanchard Companies

Supply Chain Management Institute Advisory Board

Mr. Scott Beth, Intuit, Inc.
 Ms. Rosemary Coates, Blue Silk Consulting
 Brigadier General Vincent Coglianese, U.S. Marine Corps
 Mr. John Cotter, United Health Care
 Ms. Carrie Ericson, AT Kearney Procurement & Analytic Solutions
 Mr. Peter Heavey, Solar Turbines, A Caterpillar Company
 Mr. James Hill, Targus Group International
 Mr. Reg Holden, PETCO Animal Supplies
 Mr. Mark Mealy, UTi Integrated Logistics
 Mr. Angel Mendez, Cisco Systems, Inc.
 Mr. Dave Mohr, Amylin Pharmaceuticals, Inc.
 Mr. Paul Novak, Institute for Supply Management
 Mr. Tom Olesen, Bonneville Power Administration
 Mr. Mark Palamar, QUALCOMM
 Mr. Walter Rhodes, Southern California Edison
 Ms. Lisa Shambro, Foundation for Strategic Sourcing
 Mr. Dave Smith, Computer Aid Inc. (CAI)
 Mr. Jim Smith, Northrop Grumman Corporation
 Mr. Joel Sutherland, University of San Diego
 Ms. Maria Thompson, Agile Sourcing Partners, Inc.
 Mr. Joe Velasquez, Semptra Energy Utilities
 Mr. Patrick Wade, WD-40 Company

Centers, Institutes, and Programs

John Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with an endowment from the estate of John and Carolyn Ahlers to enhance international business education at USD. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for business leaders to be developed with special skills and knowledge in order to embrace the challenges and opportunities of an international marketplace. Through numerous programs, the Ahlers Center is devoted to this mission of its founding donors by helping faculty, students and the community develop significant international business acumen.

The Ahlers Center, along with the International Center at USD, develops and coordinates both short-term study abroad programs and semester exchanges. Offered during the Intersession and Summer Sessions, the short-term programs provide business students the opportunity, over a relatively short time period, to gain valuable business-oriented international experience. Students wishing to spend more time abroad and gain a deeper cultural understanding may participate in semester exchange programs at leading business schools around the world. For

more information on study abroad opportunities for undergraduate business students, please go to www.sandiego.edu/ugabroad.

In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. International visiting faculty are also invited by the Ahlers Center to provide guest lectures or offer courses at USD. The Ahlers Center continues to cultivate its strong portfolio of offerings, including the hosting of international business leaders, conferences, events, and speakers, which enhance our undergraduate business students' exposure to the global mindset that inspired the generosity of John and Carolyn Ahlers.

For more information about the Ahlers Center for International Business, please go to www.sandiego.edu/ahlers.

Burnham-Moores Center for Real Estate

As a Center of Excellence within USD's School of Business Administration, the Burnham-Moores Center's mission is to deliver outstanding education, industry outreach, career services and cutting-edge research to advance socially responsible leadership in real estate.

The Burnham-Moores Center for Real Estate provides course offerings to real estate professionals at all levels of career development through various academic programs. World-class faculty, coupled with an extensive network of industry contacts, provide students with a one-of-a-kind educational experience that positions them for success.

Each year, the Center brings together over 2,000 industry and civic professionals through numerous conferences. Flagship events include an Annual Real Estate Conference, a Residential Real Estate Conference and a distinguished lecture series, Breakfast at the BMC, which features top industry professionals.

The Burnham-Moores Center has unparalleled connections with the San Diego real estate community and beyond. Each year, more than 100 industry professionals serve as guest lecturers in undergraduate, graduate, and continuing education courses. Four Policy Advisory Board committees, made up of over 100 real estate professionals, provide invaluable services to students through internships, mentorships and job opportunities.

The Real Estate Society provides extracurricular activities for current students interested in real estate, including monthly programs on topics such as redevelopment and sustainable real estate and monthly field trips to unique real estate development projects. A real estate alumni

association continues the lifelong relationships begun at USD and nurtured thereafter.

Undergraduate students can choose real estate as either a major or a minor. For additional information about the Burnham-Moores Center for Real Estate and its offerings, please go to www.usdrealestate.com.

Center for Peace and Commerce

The Center for Peace and Commerce (CPC) is a collaborative effort between the School of Business Administration and the Joan B. Kroc School of Peace Studies to prepare new generations of "change agents" who develop and exercise innovative approaches for achieving the 4 Ps— people, profit, planet and peace. CPC contributes to creating new enterprise paradigms and solutions, that foster peace-building and poverty alleviation, through courses, scholarship, enterprise development, active engagement with multiple stakeholders and the promotion of good governance.

The CPC administers the Social Innovation Challenge, a vehicle for students to design and launch a social venture. For additional information please go to www.sandiego.edu/cpc.

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

SCMI has helped to professionalize and shape the industry by providing supply chain management education to undergraduate, graduate and executive students for more than 25 years. The Institute provides students with purposeful opportunities to learn from leading practitioners in supply chain management through facility tours, guest speakers, interactive workshops and executive education. SCMI 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), along with the alumni division, the Supply Chain Management Alumni Association (SCMA2) also organizes opportunities for interaction with industry and professional organizations.

Undergraduate students, including those outside the SBA degree programs, have the opportunity to choose supply chain management as a minor. Nine units of supply chain management courses are required as part of the 18 unit overall requirement. Graduate students may choose from obtaining an MBA with an emphasis in supply chain management or a Master of Science in Supply Chain Management (MS-SCM). The MS-SCM degree is the first master's degree to receive approval by the prestigious Institute for Supply Management (ISM), the largest supply management association in the world. The MS-SCM degree is also the first U.S. degree accredited by the Chartered Institute for Purchasing and Supply (CIPS).

School of Business Administration Requirements

Students become eligible for upper division School of Business Administration courses with the approval of the School of Business Administration Advising Center and upon completion of:

1. 60 units, and
2. Math 130 or 150 with a grade of C– or better.

Degree requirements for all School of Business Administration majors include successful completion of USD core curriculum requirements as set forth in this catalog, lower-division business preparatory courses, major course requirements, and the Professional Development Passport Program. The Professional Development Passport Program requires that a student attend a series of pre-approved professional development activities while a USD business major.

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 or Bachelor of Accountancy/Master of Science in Taxation programs should consult the Graduate Catalog 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 the 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	Statistics for Business and Economics
ITMG 100	Information Systems
MATH 130	Survey of Calculus OR
MATH 150	Calculus I

Major in Accountancy (48-51 units)

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 accountancy component).

Students in the Bachelor of Accountancy program must satisfy the USD core curriculum requirements as set forth in the catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business Component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	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. 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

ACCT 401	Advanced Accounting
ACCT 408	Auditing

Select one of the following electives:

ACCT 407	Federal Tax Accounting II
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. 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	Global Purchasing and Supply Management
BSCM 302	Supply Chain Management

Select one of the following ACCT elective courses:

ACCT 401	Advanced Accounting
ACCT 407	Federal Tax Accounting II
ACCT 408	Auditing

Select one of the following courses:

BSCM 303	Strategic Cost Management
BUSN 377	Negotiation in a Global Business Environment

Any other BSCM prefixed course numbered above 303

Recommended Program of Study Bachelor Of Accountancy Option 1: 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 302D (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)

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. 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

Select one of the following ACCT elective courses:

ACCT 401	Advanced Accounting
ACCT 407	Federal Tax Accounting II
ACCT 408	Auditing

Select three of the following Finance/Real Estate elective courses:

FINA 401	Commercial Bank Management
FINA 402	Investments
FINA 404	Advanced Corporate Finance
FINA 405	International Financial Management
FINA 406	Personal Finance
FINA 407	New Venture Finance
FINA 408	Financial Statement Analysis
FINA 494	Special Topics
REAL 320	Principles of Real Estate
REAL 325	Financing Residential Real Estate
REAL 327	Legal Aspects of Real Estate
REAL 328	Commercial Real Estate Valuation
REAL 494	Special Topics

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

Select one of the following ACCT elective courses:

ACCT 401	Advanced Accounting
ACCT 407	Federal Tax Accounting II
ACCT 408	Auditing

Select 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	Website Design
ITMG 350	Management Information Systems
ITMG 360	Data Communications and Networks
ITMG 440	Internet Programming (Website Design II)
ITMG 494	Special Topics

Recommended Program of Study Bachelor Of Accountancy Option 2: Accountancy and Supply Chain Management

**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)
BSCM 300 (3)
ETLW 302D (3)
MKTG 300 (3)

**Senior Year
Semester I**

ACCT 306 (3)
BSCM 302 (3)
DSCI 300 (3)
ETLW 311 (3)
CC or Elective (3-4)

Semester II

BSCM Elective (3)
DSCI 303 (3)
MGMT 490 (3)
ACCT 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 accounting major requires a minimum of 18 Upper-Division Units in the major be completed at USD. Students in the Bachelor of Accountancy program may transfer no more than two courses in upper division accounting to USD.

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, business economics, finance, international business, marketing, and real estate.

Lower Division Preparation for the Majors (22-23 units)

Lower-Division Requirements for the majors are the 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	Statistics for Business and Economics
ITMG 100	Information Systems
MATH 130 or 150	Survey of Calculus or Calculus I

Major in Business Administration (39 units)

The business administration major prepares students for careers in business management, public administration, and entrepreneurial ventures, as well as graduate study 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 to explore their interests in the field of business administration.

Students majoring in business administration must satisfy the USD core curriculum requirements as set forth in this catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business Component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	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 401-494	Finance elective (3 units required)
MGMT 301-494	Management elective (3 units required)
MKTG 301-494	Marketing elective (3 units required)

Recommended Program of Study, Bachelor of 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 302D (3)
Major elective (3)
CC or electives (6-7)

Senior Year Semester I

DSCI 303 (3)
ETLW 311 (3)
Major elective (6)
CC or electives (3-4)

Semester II

MGMT 490 (3)
Major elective (6)
CC or electives (6-7)

SBA Upper-Division Electives (6 units required)

The business administration major requires a minimum of 24 Upper-Division Units in the major be completed at USD.

Major in Business Economics (39 units)

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.

Students majoring in business economics must satisfy the USD core curriculum requirements as set forth in this catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business Component (18 units)

DSCI 303	Operations Management
ETLW 302D	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)**Required courses (15 units)**

ECON 201	Intermediate Microeconomics
ECON 202	Intermediate Macroeconomics
ECON 370	Applied Econometrics
ECON 373	Managerial Economics
ECON 490W	Senior Seminar

Elective courses (6 units)

Any pre-approved ECON Upper-Division Electives

The business economics major requires a minimum of 24 Upper-Division Units in the major be completed at USD, of which 12 units must be in economics.

Major in Finance (39 units)

The finance major prepares students for careers in corporate financial management, investment banking, international finance, commercial bank management, financial planning and the financial services industry.

Students majoring in finance must satisfy the USD core curriculum requirements as set forth in this catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	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. Finance Component (15 units)**Required courses (9 units)**

FINA 402	Investments
FINA 404	Advanced Corporate Finance
FINA 408	Financial Statement Analysis

Elective courses (6 units)

Select two of the following courses:

FINA 401	Commercial Bank Management
FINA 405	International Financial Management
FINA 406	Personal Finance
FINA 407	New Venture Finance
FINA 494	Special Topics
ACCT 300	Intermediate Accounting I
REAL 325	Financing Residential Real Estate (may not take both REAL electives for FINA major)
REAL 326	Commercial Real Estate Finance and Investment (may not take both REAL electives for FINA major)

Any pre-approved Finance elective, which may include a BUSN 498 internship.

The finance major requires a minimum of 24 Upper-Division Units in the major be completed at USD, of which 12 units must be in finance.

Major in International Business (42 units)

The international business major prepares students for careers in international business, as well as for graduate study in business.

Students majoring in international business must satisfy the USD core curriculum requirements as set forth in this catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	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. Foreign Language Component

A fourth semester competency in a second language (in a modern language) with a grade of C or better is required.

3. International Studies Component (3 units minimum)

A student must participate in an approved international university study program for a minimum of three units of coursework earned. Courses comprising the international studies component can also fulfill the course requirements in the major or outside of the major.

4. International Business Component (18 units)

Required Courses (nine units)

Select three of the following courses:

ECON 333	International Economics
FINA 405	International Financial Management
MGMT 309	International Comparative Management
MKTG 305	International Marketing

Elective Courses (nine units)

Select three additional courses (nine units) from the following lists:

(a) Pre-approved courses within the School of Business Administration (no limit):

BUSN 377	Negotiation in a Global Environment
ECON 333	International Economics
ECON 335	Economic Development of Latin America
ECON 337	Economic Development of Asia
ETLW 313	International Business Law and Ethics
FINA 405	International Financial Management
MGMT 309	International Comparative Management
MKTG 305	International Marketing
BUSN 498	Pre-approved international business related internship

With prior approval, BUSN 494, MGMT 494, FINA 494 or MKTG 494

(b) Pre-approved courses outside the School of Business Administration (limit six units):

Note: Although up to two courses (six units) may be taken outside of the School of Business Administration from the following list of regional courses, both courses must be selected from the same regional area (i.e., Africa, Asia, Latin America, Middle East and Europe), but not from the same academic discipline (i.e., HIST, POLS, THRS, POLS, PHIL or SOCI).

Africa

HIST 368	History of Africa
HIST 369	Issues in Modern Africa
POLS 360	Politics in Sub-Saharan Africa
THRS 315	Islamic Faith and Practice
THRS 321	Afro-Latin Religions

Asia

HIST 364	Topics in Asian History
HIST 365	China in Revolution
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 372	U.S.- East Asia Relations
HIST 386	The Pacific Ocean in History
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
THRS 315	Islamic Faith and Practice
THRS 317	Religions of China

Latin America

ANTH 327	South American Indian Cultures
ANTH 328	Caribbean Cultures
HIST 360	Colonial Latin America
HIST 361	Modern Latin America
HIST 362	Topics in Latin American History
HIST 363	History of Brazil
HIST 384	History of Mexico
POLS 357	Politics in Latin America
POLS 366	Politics in Mexico
POLS 374	U.S.-Latin American Relations
THRS 321	Afro-Latin Religions
THRS 368	Latino/a Theologies

Middle East

HIST 359	Modern Middle East
POLS 359	Politics in the Middle East
THRS 313	Jewish Faith and Practice
THRS 315	Islamic Faith and Practice

Europe

HIST 347	Topics in Modern Europe
HIST 350	History of the British Isles
HIST 351	Modern Britain
HIST 352	The British Empire
HIST 354	Modern Spain
HIST 355	Imperial Russia
HIST 356	Russia Since 1917
HIST 357	Topics in Russian and East European History

PHIL 472	Studies in Modern European 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

(Effective for students declaring a major on or after May 17, 2012. For requirements prior to this date please see the USD Undergraduate 2010 – 2012 Course Catalog.)

The International Business major requires a minimum of 24 Upper-Division Units in the major be completed at USD. This requirement does not include USD faculty-led courses abroad organized through the International Center.

Major in Marketing (39 units)

The marketing major prepares students for careers in advertising and public relations, product and brand management, marketing research, sales, and sports and entertainment marketing, as well as for graduate study in business.

Students majoring in marketing must satisfy the USD core curriculum requirements as set forth in this catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	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. Marketing component (15 units)

Required courses (9 units)

MKTG 410	Marketing Research
MKTG 420	Consumer Behavior
MKTG 490	Marketing Strategy

Elective courses (6 units)

Select two of the following courses:

MKTG 301	Services Marketing
MKTG 302	Sports Marketing
MKTG 305	Global Marketing
MKTG 330	Professional Selling
MKTG 350	Integrated Marketing Communications

MKTG 355	Public Relations
MKTG 430	Public Policy and Marketing
MKTG 480	Advanced Marketing Project

Any pre-approved elective, which may include a BUSN 498 internship

The marketing major requires a minimum of 24 Upper-Division Units in the major be completed at USD, of which 12 units must be in marketing.

Major in Real Estate (39 units)

The real estate major prepares students for careers in the real estate industry, as well as for graduate study in business.

Students majoring in real estate must satisfy the USD core curriculum requirements as set forth in this catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	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. Real Estate Component* (15 units)

Required courses (9 units)

REAL 320	Principles of Real Estate
REAL 327	Legal Aspects of Real Estate
and select one of the following courses:	
REAL 325	Financing Residential Real Estate
REAL 326	Commercial Real Estate Finance and Investment

Elective courses** (6 units)

Select two of the following courses:

REAL 325	Financing Residential Real Estate
REAL 326	Commercial Real Estate Finance and Investment
REAL 328	Commercial Real Estate Valuation
REAL 329	Real Estate Development
REAL 494	Special Topics
BUSN 498	Pre-Approved Real Estate Related Internship

Any pre-approved elective. See pre-approved upper division elective list below***

*It is strongly recommended that a real estate major take REAL 320 before other upper division required or elective real estate courses.

**A course taken to satisfy the major's upper division required course component may not be counted toward the major's upper division elective component.

***Pre-Approved upper-division Elective Courses for the Real Estate Major

Up to three units of pre-approved electives may be taken. Pre-approved upper-division electives in the School of Business Administration that are complementary to real estate are listed below.

ECON 310	Money and Banking
ECON 329	Real Estate Economics
FINA 407	New Venture Finance

The real estate major requires a minimum of 24 Upper-Division Units in the major be completed at USD.

Bachelor of Arts in Economics

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The Bachelor of Arts in Economics degree program prepares students for careers in business, government and nonprofit organizations, as well as for graduate study in law, business, public policy and economics.

Lower Division Preparation for the Major (19-20 units)

Lower-Division Requirements for the major are the 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	Statistics for Business and Economics
ITMG 100	Information Systems
MATH 130	Survey of Calculus
	or 150 or Calculus I

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and 250 are recommended, as well.

Major in Economics (30 units)

Students majoring in economics must satisfy the USD core curriculum requirements as set forth in the catalog, Lower-Division Requirements for the major, the Professional Development Passport Program and all of the following major requirements:

Required Courses (12 units)

ECON 201	Intermediate Microeconomics
ECON 202	Intermediate Macroeconomics
ECON 370	Applied Econometrics
ECON 490	Senior Seminar

Elective units (18 units)

Any pre-approved ECON upper-division elective

The economics major requires a minimum of 18 Upper-Division Units in the major be completed at USD.

Minors in the School of Business Administration

All minors are open to all undergraduate students, including students outside the School of Business Administration degree programs. Courses taken in the minor may not be counted toward the major but may be

Recommended Program Of Study, Bachelor of Arts in Economics

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

ECON 202 (3)
ECON 216 (4)
CC or electives (9)

Semester II

ACCT 201 (3)
ECON 201 (3)
CC or electives (9)

Junior Year Semester I

ECON electives (6)
CC or electives (9-10)

Semester II

ECON electives (6)
CC or electives (9-10)

Senior Year Semester I

ECON 370 (3)
ECON elective (3)
CC or electives (9-10)

Semester II

ECON 490W (3)
ECON elective (3)
CC or electives (9-10)

used to satisfy courses taken in preparation for a major and core curriculum requirements. For example, students who are majoring in business administration and minoring in accounting will likely have already completed ACCT 201, ACCT 202, and ITMG 100 in preparation of their Business Administration major. These 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. Please check with an advisor about prerequisite courses that are required prior to taking a course listed in one of the minors.

Minor in Accounting (21 units)

Required Courses (15 units)

ITMG 100	Information Systems
ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
ACCT 300	Intermediate Accounting I
ACCT 302	Cost Accounting

Elective Courses (6 units)

ACCT upper-division courses

Minor in Business Administration (18 units)

Required Courses (12 units)

ACCT 201	Principles of Financial Accounting
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
MGMT 300	Organizational Behavior

Elective Courses (6 units)

Any pre-approved upper-division business elective

Minor in Economics (18 units)

Required Courses (12 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

Elective Courses (6 units)

ECON upper-division electives

Minor in Finance (18 units)

Required Courses (18 units)

ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
FINA 300	Financial Management
FINA 402	Investments
FINA 404	Advanced Corporate Finance
FINA 405	International Financial Management

Minor in Information Technology Management (18 units)

Required Course (3 units)

ITMG 100 or equivalent – Information Systems

Elective Courses (15 units)

Select three of the following courses:

ACCT 303	Accounting Information Systems
ITMG 310	Structured Programming for Business Applications
ITMG 320	Database Design and Implementation
ITMG 330	Electronic Commerce
ITMG 340	Website Design
ITMG 350	Management Information Systems
ITMG 360	Data Communications and Networks
ITMG 440	Internet Programming (Website Design II)
ITMG 494	Special Topics

and select two of the following courses:

ARTV 108*	Introduction to New Media in Art
ARTV 308	Web Art
COMM 485W	Writing for Media
COMP	Any Computer Science course
ECON 370	Econometrics
ENVI 312	Introduction to GIS
ENVI 314	Introduction to Maps and Spatial Data Analysis
ENVI 315	Geographic Information Systems
ENVI 420	Introduction to Remote Sensing
FINA 407	New Venture Finance
HIST 300W	Historian's Methods
LIBR 101	Research Methods
LIBR 103	Information Literacy and Research Strategies
MKTG 410	Marketing Research
MUSC 109*	Introduction to Sound Art
NAVS 202	Navigation
PHIL 114*	Philosophy and Technology
PHYS 101*	Physics and Society
PHYS 112*	Physics and Society with Laboratory
POLS 250	Research Methods in Political Science
PSYC 130	Research Methods in Psychology

PSYCH 305	Computer Analysis of Behavioral Science Data
SOCI 160	Statistical Methods
SOCI 324	Methods of Social Research

* These courses also satisfy the USD core curriculum requirements

Minor in International Business (18 units)

Required Courses (12 units)

ACCT 201	Principles of Financial Accounting
BUSN 361	Introduction to International Business
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics

Elective Courses (6 units)

Select two of the following courses:

BUSN 377	Negotiation in a Global Business Environment
ECON 333	International Economics
ECON 335	Economic Development of Latin America
ECON 337	Economic Development of Asia
ETLW 313	International Business Law and Ethics
FINA 405	International Financial Management
MGMT 309	International Comparative Management
MKTG 305	Global Marketing

Any pre-approved upper-division international business elective, including region-specific international abroad courses.

Any pre-approved upper-division international business elective, including region-specific international abroad courses.

Minor in Law and Ethics (18 units)

Required Courses (15 units)

BUSN 377	Negotiation in a Global Business Environment
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ETLW 302D	Business and Society
ETWL 311	Business Law I

Elective Courses (3 units)

Select one of the following courses:

ECON 308	Environmental and Natural Resource Economics
ECON 327	Law and Economics
ETLW 312	Business Law II
REAL 327	Legal Aspects of Real Estate

Minor in Management (18 units)

Required Courses (12 units)

ACCT 201	Principles of Financial Accounting
ECON 101	Principles of Microeconomics
MGMT 300	Organizational Behavior
MGMT 301	Organizational Theory

Elective Courses (6 units)

Select two of the following courses:

MGMT 302	Family Business
MGMT 303	Interpersonal Relations
MGMT 304	Entrepreneurship and New Ventures
MGMT 305	Career Development
MGMT 306	Women in Management
MGMT 307	Human Resource Management
MGMT 308	Small Business Management
MGMT 309	International Comparative Management

Minor in Marketing (18 units)

Required Courses (12 units)

ACCT 201	Principles of Financial Accounting
ECON 101	Principles of Microeconomics
MKTG 300	Fundamentals of Marketing
MKTG 490	Marketing Strategy

Elective courses (6 units)

Select two of the following courses:

MKTG 301	Services Marketing
MKTG 302	Sports Marketing
MKTG 305	Global Marketing
MKTG 330	Professional Selling
MKTG 350	Integrated Marketing Communications
MKTG 355	Public Relations
MKTG 410	Marketing Research
MKTG 420	Consumer Behavior
MTKG 430	Public Policy and Marketing
MKTG 480	Advanced Marketing Project

Any pre-approved elective, which may include a BUSN 498 Internship

Minor in Real Estate (18 units)

Required Courses (15 units)

ACCT 201	Principles of Financial Accounting
ECON 101	Principles of Microeconomics
REAL 320	Principles of Real Estate
REAL 327	Legal Aspects of Real Estate

and select one of the following courses:

REAL 325	Financing Residential Real Estate
REAL 326	Commercial Real Estate Finance and Investment
REAL 329	Real Estate Development

Elective Courses (3 units)

Select one of the following courses:

ECON 329	Real Estate Economics
REAL 325	Financing Residential Real Estate
REAL 326	Commercial Real Estate Finance and Investment
REAL 328	Commercial Real Estate Valuation
REAL 494	Special Topics with pre-approval

Minor in Supply Chain Management (18 units)**Required Courses (15 units)**

ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
BSCM 300	Global Purchasing and Supply Management
BSCM 302	Supply Chain Management
ECON 101	Principles of Microeconomics

Elective Courses (3 units)

Select one of the following courses:

BSCM 303	Strategic Cost Management
BSCM 494	Special Topics in Supply Chain Management

Courses**Accountancy Courses (ACCT)****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.

ACCT 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).

ACCT 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.

ACCT 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.

ACCT 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.

ACCT 303 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.

ACCT 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).

ACCT 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).

ACCT 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.

ACCT 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.

ACCT 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.

ACCT 498 INTERNSHIP (3)

Experiential learning working in a business, government, or nonprofit 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.

ACCT 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Business Courses (BUSN)**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.

BUSN 370 GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS (3)

An introduction to geospatial, or geographic, information systems (GIS) applied to organizational and environmental decision-making applications. The course provides background knowledge to identify spatial characteristics of many decision-making situations and to integrate spatial thinking and GIS analysis into the student's academic studies and career. The course includes hands-on laboratory tutorials and projects using ArcGIS 10 desktop GIS software.

BUSN 377 NEGOTIATION IN A GLOBAL BUSINESS ENVIRONMENT (3)

In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course offers skills and knowledge for becoming an effective negotiator through lecture, class discussion, and experiential exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components.

BUSN 498 INTERNSHIP (3)

Experiential learning working in a business, government, or nonprofit 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 minors with consent of instructor.

Decision Science Courses (DSCI)**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, PERT/CPM methods, queuing models, and decision analysis. Prerequisite: ECON 216.

DSCI 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 measurement, quality management, and learning curves. Prerequisite: ECON 216.

DSCI 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.

DSCI 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor

Economics Courses (ECON)**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, an introduction to market structure, and the workings of input markets.

ECON 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.

ECON 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.

ECON 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.

ECON 216 STATISTICS FOR BUSINESS AND ECONOMICS (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.

ECON 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.

ECON 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.

ECON 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.

ECON 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.

ECON 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.

ECON 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.

ECON 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.

ECON 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.

ECON 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.

ECON 333 INTERNATIONAL ECONOMICS (3)

The theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Prerequisite: ECON 102.

ECON 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.

ECON 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.

ECON 353 SPORTS ECONOMICS (3)

The application of 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. Prerequisite: ECON 101.

ECON 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.

ECON 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.

ECON 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. Spring semester only. Prerequisites: ECON 102 and 216.

ECON 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 mathematical 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.

ECON 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.

ECON 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. Prerequisites: ECON 102 and consent of instructor.

ECON 498 INTERNSHIP (3)

Experiential learning working in a business, government, or nonprofit 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.

ECON 499 INDEPENDENT STUDY (3)

Study of economic theory and public policy through selective readings and research. A maximum of three 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)

ETLW 302D 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.

ETLW 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.

ETLW 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.

ETLW 313 INTERNATIONAL BUSINESS LAW AND ETHICS (3)

Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the international legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.

ETLW 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.

ETLW 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.

ETLW 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Finance Courses (FINA)

FINA 300 FINANCIAL MANAGEMENT (3)

This course is an introduction to the fundamental principles that guide the financial manager in making asset management, valuation and financing decisions. Topics include ratio analysis, time value of money, stock and bond valuation, risk and return (CAPM), capital budgeting, financial planning, cost of capital and options. Prerequisites: ACCT 201, ECON 102, and ECON 216

FINA 401 COMMERCIAL BANK MANAGEMENT (3)

This course examines operating and policy issues bankers face in their efforts to maximize shareholder value. Topics include evaluating bank performance, measuring and controlling risks, managing the loan portfolio, and liability and capital management. Recent industry trends and the interaction between financial institutions and the economy are studied. Prerequisite: FINA 300.

FINA 402 INVESTMENTS (3)

This course surveys the basic principles and techniques of security and investment analysis. It covers capital markets, stocks, fixed-income portfolios, options, futures contracts and other derivatives. Market analysis methods are examined, and sources of analytical information and their use are studied. Prerequisite: FINA 300.

FINA 404 ADVANCED CORPORATE FINANCE (3)

The objective of this course is to apply financial management concepts to business situations through the use of case studies. The course will enhance your understanding of corporate finance topics, such as, valuation, capital budgeting, risk and return, cost of capital, capital structure, dividend policy and mergers. The focus of the course is on applied and analytical financial decision making and will require written case reports and the presentation of case analyses. Prerequisite: FINA 300

FINA 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.

FINA 406 PERSONAL FINANCE (3)

This course will cover the financial planning, taxation and regulatory aspects of an individual's lifelong saving, borrowing and investment decisions. The course will educate persons in making informed financial choices over their working careers. The topics include – credit management, credit scores, tax planning, consumer loans, home purchase and mortgage financing, property, life and health insurance, mutual funds, stock and bond investing, IRAs, 401k plans, retirement and estate planning. Prerequisite: FINA 300

FINA 407 NEW VENTURE FINANCE (3)

This course presents the fundamental process of funding a new venture. The course is centered on developing the critical skills of evaluating a start-up business idea, constructing a business plan to implement that idea, identifying an appropriate funding source, presenting the business idea to a funding source, and negotiating a funding term sheet. Prerequisite: FINA 300

FINA 408 FINANCIAL STATEMENT ANALYSIS (3)

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. Prerequisite: FINA 300

FINA 494 SPECIAL TOPICS (3)

Topics of current interest in Finance and capital markets. 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.

FINA 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Information Technology Management Courses (ITMG)

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.

ITMG 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 programming facilities available in decision support software programs. Heavy emphasis is placed on logical processes and developing programming skills. Prerequisite: ITMG 100.

ITMG 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.

ITMG 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, and discussion of international, legal, and ethical issues that arise in conducting electronic business.

ITMG 340 WEBSITE DESIGN (3)

Examines the design of websites for business and organizations. Topics include: planning a website, understanding the principles and elements of effective website design, using Web development and design tools; and evaluating website effectiveness. Elements of consistent Web page design as components of overall website 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.

ITMG 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.

ITMG 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.

ITMG 440 INTERNET PROGRAMMING (WEBSITE DESIGN II) (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. Prerequisite: ITMG 100.

ITMG 494 SPECIAL TOPICS (3)

Topics of current interest in information technology management. 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.

ITMG 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Management Courses (MGMT)**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.

MGMT 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.

MGMT 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.

MGMT 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.

MGMT 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.

MGMT 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.

MGMT 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.

MGMT 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.

MGMT 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.

MGMT 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. (For International Business minors only, BUSN 361 may substitute MGMT 300 as the prerequisite for this course.)

MGMT 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.

MGMT 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 concepts through case studies. Open only to last-semester graduating seniors.

MGMT 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.

MGMT 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.

MGMT 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Marketing Courses (MKTG)**MKTG 300 FUNDAMENTALS OF MARKETING (3)**

The objective of this course is to introduce students to the important issues undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. Prerequisite: ECON 101.

MKTG 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 toward 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.

MKTG 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.

MKTG 305 GLOBAL MARKETING (3)

The purpose of this course is to provide an up-to-date overview of global marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product

development, distribution systems, pricing, and marketing communication. Prerequisite: MKTG 300. (For International Business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.)

MKTG 330 PROFESSIONAL SELLING (3)

Examines the role of professional 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.

MKTG 350 INTEGRATED MARKETING COMMUNICATIONS (3)

This course provides a basic understanding of communication theory, branding, marcom tactics, planning, and coordination of integrated marketing communications (IMC) programs. We address the roles of public relations, direct response, advertising, collaterals, the Internet, and digital media. Provides students with the skills necessary to plan, execute, and coordinate an integrated marketing communications project or campaign. Prerequisite: MKTG 300.

MKTG 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.

MKTG 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.

MKTG 420 CONSUMER BEHAVIOR (3)

How consumers process information and make decisions. Investigation of influence factors, such as attitudes, learning, personality, culture, motivation, perception, and reference groups on consumer decision making. Emphasis on understanding the decision-making process and its application to the development of sound marketing strategy. Prerequisite: MKTG 300.

MKTG 430 PUBLIC POLICY AND MARKETING (3)

This course examines the broader role of marketing in society and investigate responsibilities of marketers to key constituents including customers, employees, shareholders, suppliers, and the community. Built on a firm foundation of ethics, topics include government regulation of marketing policies and practices, consumer protection and welfare as well as many provocative contemporary issues. Prerequisite: MKTG 300.

MKTG 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. Prerequisite: MKTG 300.

MKTG 490 MARKETING STRATEGY (3)

The capstone course for marketing majors. This course develops 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.

MKTG 494 SPECIAL TOPICS (3)

Topics of current interest in marketing. 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.

MKTG 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Real Estate Courses (REAL)**REAL 320 PRINCIPLES OF REAL ESTATE (3)**

The 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.

REAL 325 FINANCING RESIDENTIAL REAL ESTATE (3)

An overview course that explains with real-world examples how America's residential real estate finance markets operate and interact with one another. Provides an understanding of how technology is rapidly changing borrowers' ability to "shop" for mortgages and how lenders offer their products and services. Covers the entire array of mortgages available to consumers, where loans can be obtained, and what happens to loans after they are made. Places U.S. mortgage markets into a global context. The ethical dimensions of financing real estate will be brought to the forefront of classroom discussion. Prerequisite: FINA 300.

REAL 326 COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT (3)

An introduction to the core principles and analytical tools useful for making investment and financing decisions regarding commercial real estate. The course reviews the fundamental financial concepts that are critical to real estate decision making; compares and contrasts different types of commercial real estate; discusses the techniques that are commonly used to determine the value of a commercial property; and introduces the various ways to finance real estate acquisitions. It also describes the roles of traditional sources of commercial real estate capital, as well as the proliferation of newer financial products. Prerequisite: FINA 300.

REAL 327 LEGAL ASPECTS OF REAL ESTATE (3)

The 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.

REAL 328 COMMERCIAL REAL ESTATE VALUATION (3)

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: FINA 320.

REAL 329 REAL ESTATE DEVELOPMENT (3)

This course presents an overview of the real estate development process. Emphasis will be placed on how to evaluate and quantify risk, and how to assess it in light of the development opportunity. The course will help students develop the skills necessary for successful involvement in development at the entry, corporate and entrepreneurial level. Specific topics include land acquisition, due diligence, market analysis, the entitlement process, building design, construction, financing, leasing, management, and disposition. Cases will be used to reinforce and explain the various and often politically sensitive aspects of the real estate development process. Prerequisite: Two of the upper division required REAL courses (REAL 320, 325, 326 or 327)

REAL 494 SPECIAL TOPICS (3)

Topics of current interest in real estate. 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.

REAL 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

BCSM 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, BSCM 300, and ECON 101. BSCM 300 can be taken concurrently.

BCSM 494 SPECIAL TOPICS (3)

Topics of current interest in supply chain management. 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.

BCSM 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three 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)

BCSM 300 GLOBAL PURCHASING AND SUPPLY MANAGEMENT (3)

Emphasis on developing and maintaining successful supplier relationships in recognition of their critical importance to organizations. Systematic coverage of the process: strategic make vs. buy and outsourcing decisions; ethics and social responsibility; development of requirements; source selection; price determination and negotiation; quality management; supplier development; and relationship management. Combination of lectures, case studies and class discussions.

BCSM 302 SUPPLY CHAIN MANAGEMENT (3)

Emphasis on the tactical and strategic decisions that match supply to demand. Topics covered include forecasting and evaluating customer demand, design and operation of distribution systems, and integration of operations and purchasing activities to deliver customer value. Overview of strategic supply chain design and the integration of internal and external partners. The roles of marketing, finance, engineering, purchasing and operations in the supply chain are examined. Combination of lecture, seminar, and case discussions.

Engineering

Kathleen A. Kramer, PhD, DIRECTOR

Electrical Engineering Program

Susan M. Lord, PhD, COORDINATOR

Ernest M. Kim, PhD, PE

Kathleen A. Kramer, PhD

Mikaya L. D. Lumori, PhD

Michael S. Morse, PhD, JD

Thomas F. Schubert, Jr., PhD, PE

Industrial & Systems Engineering Program

Leonard A. Perry, PhD, COORDINATOR

Bradley Chase, PhD, MPH

Truc T. Ngo, PhD

Rick T. Olson, PhD

Mechanical Engineering Program

Ming Z. Huang, PhD, PE, COORDINATOR

Frank G. Jacobitz, PhD

James G. Kohl, PhD

David M. Malicky, PhD

Matthew T. McGarry, PhD

Vision

University of San Diego Engineering is a community of scholars recognized for developing engineers with technical excellence, global perspective and social awareness.

Mission

USD Engineering is distinguished by student-centered education that emphasizes modern engineering skills and development of the whole person. We are dedicated to effective teaching, meaningful scholarship, and compassionate service.

The USD engineering programs are crafted to meet the traditions of USD for quality undergraduate education, the need for a more broadly-educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society, and the curriculum requirements for professional accreditation.

The Programs are nine-semester, integrated programs of study leading to a Bachelor of Science/Bachelor of Arts (BS/BA) dual degree in a specified field of engineering. In addition to a sound preparation in engineering science, design, and professional practice, the curricula address written and oral communication, human values and relations, and ethics.

Unique Features

The USD engineering programs are undergraduate programs culminating in a unique dual BS/BA degree that is a consequence of the 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 curriculum that emphasizes preparation for work in industry and the development of professionalism and values.

Professional Accreditation

Each of the three undergraduate majors in engineering has been accredited by the Engineering Accreditation Commission (EAC) of ABET, <http://www.abet.org>, the recognized accreditor of college and university programs in engineering. ABET accreditation demonstrates the engineering programs' commitment to providing its students with a quality education. USD is committed to achieving and maintaining professional accreditation to cover all engineering graduates. The electrical engineering program, the Industrial & Systems Engineering program, and the mechanical engineering program have each achieved this goal and have been accredited since 1992, 2001, and 2008, respectively.

Academic Advising

All engineering students are assigned an engineering faculty 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 Engineering 101 Preceptorial during their first semester. Transfer students are initially advised by the Director of Engineering or the coordinator of the appropriate program 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 a third level foreign language competency. Background deficiencies in any of the above areas may be removed at USD, but this will increase the minimum requirements for graduation in an engineering major.

Transfer students and other students seriously considering an engineering major are encouraged to contact the

Department of Engineering to receive academic advising at the earliest opportunity. 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. 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, or for the major-required electives. With the foregoing exceptions, the general university pass/fail regulations apply. See the description of the pass/fail option earlier in this course catalog.

Engineering Residency Requirement

Engineering programs require that a minimum of 24 units of upper division engineering classes be taken at USD.

Special Program Pattern for NROTC, ROTC, and AFROTC Students

NROTC, ROTC, and AFROTC requirements add 18 to 21 units to the standard program for Engineering majors. To meet the needs of the involved officer training corps and the major, a special program pattern has been constructed utilizing Intersession and Summer Session. One aspect of the pattern is the substitution of an approved NROTC, ROTC, or AFROTC course for the engineering requirement of a course in communications. 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 purpose of the Engineering Advisory Board is to help the engineering programs form plans and implement strategies for growth that serve the San Diego technical community while the programs serve the mission of the university. The current board draws its membership from among highly placed leaders in the technical community across several important industries, including telecommunications, energy, aerospace & defense, biotechnology, and semiconductor electronics. Since 1994, the Engineering Advisory Board has helped USD engineering to form plans and implement strategies 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; and 4) 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 ABET, <http://www.abet.org>.)

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 research, design, develop, and operate the many 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, microelectronics, 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 (EE) is a field with diverse challenges and many opportunities.

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 BS/BA 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.

The educational objectives of the USD electrical engineering program are to develop graduates who:

- are able to apply their electrical engineering and broad academic backgrounds in their professional and personal endeavors
- can adapt to evolving job responsibilities

- 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 expected 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 such as SAIC, General Atomics, ViaSat Inc., and SDGE, 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 EE Major: 147 semester 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-semester units):

Mathematics (21 units): MATH 150, 151, 250, 310, 311, ISyE 330 (or MATH 315)

Physics (8 units): PHYS 270, 271

Chemistry (4 units): CHEM 151, 151L

Life Science Elective (3 units)

Engineering Core Requirements (22 units):

These courses include units in engineering science and design and other subject requirements in support of engineering breadth: ELEC 201; ENGR 101, 102, 121 (or COMP 150), 311; MENG 210; PHYS 272 (or MENG 260).

Engineering Professional Practice Requirements (9 units):

In support of the professional practice of engineering, there are requirements for knowledge of economics, communications, and engineering ethics. Some of these requirements can be chosen in such a way as to also fulfill university core requirements: ISyE 220 or ECON 101;

COMM 203 (or NAVS 201 for students in NROTC, MILS 301 for students in ROTC, or AS 300A for students in AFROTC); PHIL 342 or PHIL 345.

Electrical/Electronics Engineering Requirements (47 units):

These courses include units in electrical engineering science and design. There are eleven required courses: ELEC 301, 302, 310, 320, 340, 350, 430, 460, 470, 491W, and 492, and six units of approved electives (including at least two 3 or 4 unit courses). Approved electives include ELEC 410, 432, 450, 456, 472, 480, and 494, and COMP 340, 375, and 380. New elective offerings are often made available; a complete list of approved electives can be obtained from the coordinator of electrical engineering.

Core Curriculum Requirements (30 or more additional units):

All electrical engineering majors must satisfy the core curriculum specified by the university.

Available Minors

The electrical engineering standard pattern qualifies students for a minor in mathematics without any additional courses, while other engineering majors can earn a minor with only one additional advanced mathematics course. Interested majors should apply to the mathematics department for specific approval of the minor. Minors are possible in other areas, particularly computer science or physics, but also business administration, etc., by the addition of courses not included in the engineering standard patterns. The interested student should consult this course catalog 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 & Systems Engineering

Industrial & Systems Engineering (A professional program accredited by the Engineering Accreditation Commission (EAC) of ABET, <http://www.abet.org>).

Industrial & 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:

- have established careers in Industrial & Systems Engineering in industry, service, consulting, or government organizations
- design, develop, implement and improve integrated industrial and service systems to achieve organizational goals
- collaborate with others as members or leaders of engineering or multidisciplinary teams
- continue to develop skills in engineering, business, management, or other Industrial & Systems Engineering related fields.

To achieve these objectives coursework 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 systems. 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 & Systems Engineering major are expected to be active student members of the Institute of Industrial Engineers (IIE).

Industrial & Systems Engineering Advisory Board

The Industrial & Systems Engineering Advisory Board (ISyEAB) was organized in Summer 2001 to represent the interests of the Industrial & Systems Engineering industry and alumni to the industrial and systems engineering program. The board, composed of representatives from companies such as Northrop Grumman, Rain Bird, HME, Sharp Healthcare, Scripps Health, Flextronics, BAE Systems, SPAWAR Systems Center, and Karen Martin and Associates, serves to expand the level and role of industry affiliates in the continued development of the program and in the promotion of cooperative programs and relations with industry and the San Diego community.

Requirements for the ISyE Major (147 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 or 320, ISYE 330;

Physics (8 units): PHYS 270, 271

Chemistry (4 units): CHEM 151, 151L

Life Science Elective (3 units)

Engineering Core Requirements (22 units):

These courses include units in engineering science and other subject requirements in support of engineering practice: ELEC 201 (or 200); ENGR 101, 102, 121 (or COMP 150), 311; MENG 210, MENG 260 (or PHYS 272).

Engineering Professional Practice Requirements (9 units):

In support of the professional practice of engineering, there are requirements for knowledge of engineering economics, communications, and engineering ethics. Some of these requirements can be chosen in such a way as to also fulfill university core requirements: ISyE 220; COMM 203 (or NAVS 201 for students in NROTC, MILS 301 for students in ROTC, or AS 300A for students in AFROTC); PHIL 342 or PHIL 345.

Industrial & Systems Engineering Requirements (46 units)

These courses include units in ISyE science and design. There are 11 required ISyE courses: ISyE 220, 310, 320, 335, 340, 350 (also listed as MENG 350), 391W, 420, 430, 460, 470, and 492. Students also select fourteen units of ISyE program electives, to include at least one lab course, approved by the student's advisor. Nine units of these electives must be engineering courses. Approved engineering electives include ISyE 410, 440, 450, and approved offerings of 494 Special Topics courses.

Core Curriculum Requirements (30 or more additional units):

All ISyE majors must satisfy the core curriculum specified by the university.

Bachelor of Science/Bachelor of Arts Dual Degree Program in Mechanical Engineering

Mechanical Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the ABET, <http://www.abet.org>].

Mechanical engineering is a profession that applies the principles of mathematics, science and engineering for analysis, design, manufacturing, and maintenance of mechanical systems. 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 substantially the same as for the electrical engineering and industrial and systems engineering programs. The mechanical engineering dual BS/BA Program includes 147 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 toward 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 ME majors are encouraged to maintain student membership in the American Society of Mechanical Engineers (ASME).

Required Program of Study, Engineering Lower Division

Freshman Year Semester I

MATH 150 (4)
CHEM 151/151L (4)
ENGR 101 (Precept)(3)
CC electives (6)

Freshman Year Semester II

ENGR 102 (3)
ENGR 121¹ or CC (3)
MATH 151(4)
PHYS 270 (4)
CC elective (3)

Sophomore Year Semester I

ENGR 121¹ or CC (3)
MATH 250 (4)
MENG 210 or
MENG 260 (3)
PHYS 271 (4)
CC elective (3)

Sophomore Year Semester II

COMM 203 (3)
ELEC 200 (4) or
ELEC 201 (4)
ISyE 330 (3)
MATH 310 (3)
MENG 210 or MENG 260
(3) (or PHYS 272³ (3))

¹ Engineering students may substitute COMP 150 for ENGR 121

² ROTC students may make approved substitutions for COMM 203, but must still complete all university core requirements.

³ Electrical engineering and industrial engineering students may take PHYS 272 instead of MENG 260 and PHYS 272 is actually preferred for electrical engineering students.

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
- contribute and provide leadership in a team environment.

Mechanical Engineering Advisory Board

The Mechanical Engineering Advisory Board was established in 2005 with members representing current students, alumni, parents, higher education, and local industries. The board, composed of representatives from companies including Hamilton-Sunstrand, Asymtek, Hewlett-Packard, Trane, and others, 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: (147 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 (22 units):

These courses include units in engineering science, computer programming, engineering design, and other subject requirements in support of engineering practice: ENGR 101, 102, 121 (or COMP 150), 311; MENG 210, 260; ELEC 201 (or 200).

Engineering Professional Practice Requirements (9 units)

In support of the professional practice of engineering, there are requirements for knowledge of economics, communications, and engineering ethics. Some of these requirements can be chosen in such a way as to also fulfill university core requirements: ISyE 220; COMM 203 (or

NAVS 201 for students in NROTC, MILS 301 for students in ROTC, or AS 300A for students in AFROTC); PHIL 342 or PHIL 345.

Mechanical Engineering Requirements (46 units):

These courses include units in mechanical engineering science, laboratory, and design. There are 12 required courses: MENG 300, 350 (also listed as ISYE 350), 351, 360, 370, 375, 380, 400, 430, 460, 491W, and 492. Students also select one required stimulation-based course and two additional mechanical engineering elective courses. A list of approved mechanical engineering electives is available from the coordinator of mechanical engineering.

Core Curriculum Requirements (30 or more additional units):

All mechanical engineering majors must satisfy the core curriculum specified by the university.

General Engineering Courses (ENGR)

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.

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. Fall semester. Prerequisites: Concurrent enrollment in MATH 115 or 150 required.

ENGR 102 INTRODUCTION TO ENGINEERING DESIGN

Concurrent enrollment in or prerequisite completion of PHYS 270; MATH 150. Concurrent enrollment in MATH 151 recommended

ENGR 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.

ENGR 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 credits total toward degree requirements.

ENGR 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 director; MENG 210 and ELEC 200 or 201 recommended. Summer semester.

ENGR 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. Fall semester. Prerequisites: CHEM 151 and 151L or equivalent; PHYS 271; MATH 151.

ENGR 465 FORENSIC ENGINEERING (3)

This course deals with the interaction between the engineering and legal communities. Through case studies, students will learn about the legalities associated with being an engineer. The analysis stage of the engineering design process will be dissected and viewed as it is interpreted by the courts. Standard of care and legal standards for review of engineering design will be discussed. Duties of the engineer, the manufacturer, and the end user will be compared and contrasted. Students will perform forensic analyses of product failure cases. Legal concepts will be conveyed via case studies and Law Review articles. Prerequisites: Senior standing in an engineering discipline or instructor approval.

Electrical/Electronics Engineering Courses (ELEC)

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.

ELEC 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. Not offered regularly. Prerequisites: MATH 151, PHYS 271; concurrent enrollment in MATH 310. Not open to Electrical Engineering majors.

ELEC 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. Fall and spring semesters. Prerequisites: MATH 151, PHYS 271; concurrent enrollment in MATH 310.

ELEC 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. Fall semester. Prerequisite: ELEC 201 or equivalent.

ELEC 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. Spring semester. Prerequisites: ELEC 301, concurrent enrollment in ELEC 350.

ELEC 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. Fall semester. Prerequisites: ENGR 121, ELEC 201 or equivalent and consent of instructor.

ELEC 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. Fall semester. Prerequisites: ELEC 201 or equivalent, MATH 310.

ELEC 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. Spring semester. Prerequisites: ELEC 310, 301.

ELEC 350 SIGNALS AND SYSTEMS (3)
Methods of analysis for linear, time-invariant systems; time and frequency domain analysis; Fourier series; Laplace and Fourier Transform methods of analysis; state variable representation; sampling theorem; simulation diagrams and system realization; introduction to discrete-time approximations and analysis; computer-aided analysis and simulation using MATLAB or equivalent. Three hours lecture weekly. Spring semester. Prerequisites: ENGR 121 or equivalent, ELEC 201, or equivalent, and MATH 310.

ELEC 403 ADVANCED ELECTRONIC CIRCUIT DESIGN (3)
Analysis and design of analog and digital electronic circuits and systems including: oscillators, waveform generation, communication circuits, power electronics, and digital gates; computer-aided analysis and design; lecture/recitation and occasional lab/demonstration. Prerequisite: ELEC 302 or consent of the instructor.

ELEC 410 MICROCOMPUTER-BASED SYSTEMS DESIGN (3)
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.

ELEC 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. Fall semester. Prerequisite: MATH 250 and 311, PHYS 271, ELEC 350.

ELEC 432 RADIO FREQUENCY AND MICROWAVE ENGINEERING (3)
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.

ELEC 450 DIGITAL SIGNAL PROCESSING AND APPLICATIONS (3)
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 ISYE 330 (or MATH 315) completed or concurrent.

Required Program of Study, Electrical Engineering Upper Division

Junior Year Semester I	Junior Year Semester II	Senior Year I Semester I	Senior Year I Semester II	Senior Year II Semester I
ELEC 301 (4)	ELEC 302 (4)	ELEC 320 (3)	ELEC 460 (4)	ELEC elective (3)
ELEC 310 (4)	ELEC 340 (4)	ELEC 470 (4)	ELEC 492 (3)	CC electives (12)
ENGR 311 (3)	ELEC 350 (3)	ELEC 430 (4)	ELEC elective (3)	
MATH 311 (3)	ECON 101 or	ELEC 491W (4)	PHIL 342 (3)	
CC elective (3)	ISYE 220(3)		CC elective (3)	
	CC elective (3)			

Total units (Standard Pattern): 147

ELEC 456 BIOMEDICAL INSTRUMENTATION (3)

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.

ELEC 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. Spring semester. Prerequisites: ELEC 320, 350, and MATH 311.

ELEC 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. Fall semester. Prerequisites: ELEC 302, 350, and MATH 311, ISYE 330 (or MATH 315) completed or concurrent.

ELEC 472 WIRELESS AND DIGITAL COMMUNICATIONS (3)

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

ELEC 480 OPTOELECTRONIC MATERIALS AND DEVICES (3)

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.

ELEC 491W ELECTRICAL ENGINEERING DESIGN AND PRACTICE I (4)

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 ethical, economic, societal, organization, and

safety considerations in the design process. Development of individual and group written and oral communication skills. Topics include formal memo writing, oral and written reports incorporating peer review, iterative drafting techniques, and formal final multimedia presentation incorporating peer and external review. Three hours lecture-recitation and one three-hour laboratory weekly. Fall semester. Prerequisites: ELEC 302, ELEC 340, and ELEC 350.

ELEC 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. Spring semester. Prerequisites: ELEC 491W.

ELEC 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

ELEC 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. Summer semester.

ELEC 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 & Systems Engineering Courses (ISyE)

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. Spring semester.

ISYE 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. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisite: ENGR 101, MATH 151; Junior standing in engineering.

ISYE 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. Fall semester. Prerequisite: ENGR 101, MATH 151, Junior standing in engineering.

ISYE 330 ENGINEERING PROBABILITY AND STATISTICS (3)

Introduction to probability and applied statistics within an engineering context. Topics include probability, discrete and continuous probability distributions, and statistical tests and confidence intervals for one and two samples. Three hours lecture weekly. Fall and Spring semesters. Prerequisite: MATH 250 completed or concurrent.

ISYE 335 STATISTICAL PROCESS CONTROL (4)

Application of statistics to improving quality and productivity. Both traditional and modern methods are presented, including state-of-the-art techniques for statistical process monitoring and control. Introduction to Six Sigma quality methodology and the DMAIC (define,

measure, analyze, improve, and control) problem-solving strategy for continuous quality improvement. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisite: ISyE 330.

ISYE 340 OPERATIONS RESEARCH I (3)

Deterministic and stochastic models in operations research. Linear programming, networks, markov processes, queuing, and other modeling techniques. Emphasis on modeling and interpreting solutions to problems encountered by industrial and systems engineers. Three hours lecture weekly. Fall semester. Prerequisites: Mathematics 250, Mathematics 310 or 320. Credit or concurrent registration in ISyE 330.

ISYE 350 MANUFACTURING PROCESSES (3)

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 weekly. Spring semester. Prerequisites: MENG 210, ENGR 311. Crosslisted as MENG 350.

ISYE 350L MANUFACTURING PROCESSES LABORATORY (1)

A laboratory course to compliment the lecture material presented in ISYE 350. One three-hour laboratory weekly. Spring Semester. Prerequisite: Concurrent registration in ISYE 350 lecture. Crosslisted as MENG 350L.

ISYE 391W INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE (3)

Development of skills and knowledge needed to successfully manage projects in ISyE. Topics include project management, teamwork, the role of ISyE in an organization, career planning, formal memo writing, oral and written reports incorporating peer review, iterative drafting techniques, and formal final multimedia presentation incorporating peer review. Three hours lecture weekly. Fall semester. Prerequisites: Junior Standing in ISyE.

Required Program of Study Industrial & Systems Engineering Upper Division

Junior Year Semester I

ENGR 311 (3)
ISyE 310 (4)
ISyE 220 (3)
ISyE 340 (3)
ISyE 391W (3)

Junior Year Semester II

ISyE 320(3)
ISyE 335 (4)
ISyE 350 (4)
ISyE 460 (3)
CC elective (3)

Senior Year I Semester I

ISyE 420 (4)
ISyE 430 (3)
ISyE 470 (3)
ISyE Program
Elective I (4)
PHIL 342 (3)

Senior Year I Semester II

ISyE 492 (2)
ISyE program
elective II (4)
ISyE elective III (3)
ISyE elective IV (3)
CC electives (3)

Senior Year II Semester I

ICC electives (15)

Total units (Standard Pattern): 147

ISYE 410 HUMAN FACTORS (4)

An introduction to the field of ergonomics/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. Spring semester. Prerequisites: ISyE 330 or equivalent.

ISYE 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. Fall semester. Prerequisite: ENGR 121 or equivalent, ISyE 340 completed or concurrent.

ISYE 430 DESIGN AND ANALYSIS OF 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 variance, single factor experiments, factorial and fractional factorial experimental designs, robust design, and response surface methods. Three hours lecture weekly. Fall semester. Prerequisite: ISyE 330, ISyE 335 or consent of instructor.

ISYE 440 OPERATIONS RESEARCH II (3)

Methods for developing and analyzing operations research models. Simplex method, duality, sensitivity analysis, integer programming methods, dynamic programming, network algorithms, decision theory, queuing. Three hours lecture weekly. Spring semester. Prerequisites: ISyE 340.

ISYE 450 MANUFACTURING SYSTEMS (4)

Introduction to principles of manufacturing automation, including process and machine control, control systems, programmable logic controllers, robotics, material transport and storage systems. Application of group technology and flexible manufacturing systems to manufacturing industries. Three hours lecture and one laboratory weekly. Fall semester. Prerequisite: ENGR 121, ELEC 200 or 201, ISyE 350.

ISYE 460 OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3)

Concepts in planning, controlling, and managing the operations function of manufacturing and service firms. Topics include operations strategy, forecasting, capacity, production planning and control, and trends in operations and supply chain management. Emphasis on the development and use of mathematical models and algorithms used to analyze and improve the use of material,

labor and information in various processes. Three hours lecture weekly. Spring semester. Prerequisites: ISyE 220, 340.

ISYE 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. Fall semester. Prerequisite: ISyE 340, 460.

ISYE 492 INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT (2)

Capstone Senior design project. Application of principles of Industrial & Systems Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report and presentation. Six hours of laboratory weekly. Spring semester. Prerequisites: ISyE 391W, credit or concurrent registration in ISyE 310, 320, 335, 350, 420, 470.

ISYE 494 SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING (1-4)

Special topics seminar in areas of special interest to current engineering practice in Industrial & Systems Engineering. May be repeated for credit. Prerequisites: Upper-Division Standing and consent of instructor.

ISYE 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 ISyE major or consent of instructor.

ISYE 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)

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. Fall and spring semesters. Prerequisites: PHYS 270; MATH 150; MATH 250 completed or concurrent recommended.

MENG 260 INTRODUCTION TO THERMAL SCIENCES (3)

Introduction to basic engineering thermodynamics, fluid mechanics, and heat transfer. Applications to engineering systems. Three hours lecture weekly. Fall and spring semesters. Prerequisites: MATH 151, PHYS 270.

MENG 300 APPLIED THERMODYNAMICS (3)

Further developments 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. Fall semester. Prerequisites: MENG 260.

MENG 350 MANUFACTURING PROCESSES (3)

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. Spring semester. Prerequisites: MENG 210, ENGR 311. Crosslisted as ISyE 350.

MENG 350L MANUFACTURING PROCESSES LABORATORY (1)

A laboratory course to compliment the lecture material presented in ISYE 350. One three-hour laboratory weekly.

Spring Semester. Prerequisite: Concurrent registration in MENG 350 lecture. Crosslisted as ISYE 350L.

MENG 351 CAD AND MACHINE SHOP PRACTICES (2)

Introduction to 3D computer-aided design of components and assemblies using modern solid modeling tools. Introduction to metal and wood working machines and practices, with emphasis on development of basic competence and safety. Two three-hour laboratories weekly. Fall semester. Prerequisites: sophomore standing in engineering.

MENG 360 FLUID MECHANICS (4)

Basic laws of fluid mechanics with applications to engineering problems, including dimensional analysis and similitude, boundary layer analysis, internal and external flows, and turbomachinery analysis. Three hours lecture and three-hour laboratory weekly. Spring semester. Prerequisites: MENG 260 and MATH 310.

MENG 370 MECHANICS OF MATERIALS (4)

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 and three-hour laboratory weekly. Spring semester. Prerequisites: MENG 210; ENGR 311.

MENG 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, energy and momentum methods. Three hours lecture weekly. Fall semester. Prerequisites: MENG 210.

MENG 380 MACHINE DESIGN I (3)

Kinematics and dynamic analysis of machinery; mechanism synthesis techniques for function, motion, path generators; and design applications with linkages, cams, and gears.

Required Program of Study Mechanical Engineering Upper Division

Junior Year Semester I

ENGR 311 (3)
MENG 300 (3)
MENG 351 (2)
MENG 375 (3)
ECON 101 or
ISyE 220 (3)
CC elective (3)

Junior Year Semester II

ISYE 350/350L (4)
MENG 360 (4)
MENG 370 (4)
MENG 380 (3)

Senior Year I Semester I

MENG 400 (4)
MENG 430 (3)
MENG 491W (4)
PHIL 342 (3)
MENG elective (3)

Senior Year I Semester II

MENG 460 (4)
MENG 492 (3)
MENG elective (3)
CC electives (6)

Senior Year II Semester I

MENG elective (3)
CC electives (12)

Total units (Standard Pattern): 147

Three hours lecture weekly. Spring semester. Prerequisites: MENG 375.

MENG 400 HEAT TRANSFER (4)

Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture and three-hour laboratory weekly. Fall semester. Prerequisites: MENG 360.

MENG 410 ALTERNATIVE ENERGY SYSTEMS (3)

Thermodynamics of traditional fossil fuels and bio fuel combustion. Analysis of solar, wind, wave, and tidal power systems. Introduction to fuel cells and advanced battery technology. Discussion of the current technological limitation of each topic listed above. Three hours of lecture weekly. Prerequisite: MENG 360, or consent of instructor.

MENG 420 COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING (3)

Mechanical design and analysis using commercially available solid modeling, kinematics, and FEA computer software. Numerical methods and their applications using root solving, optimization, 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. Fall semester. Prerequisites: ENGR 121, MATH 250 and 310, MENG 351 and 370.

MENG 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. Spring semester. Prerequisites: MENG 370 and 380.

MENG 460 SYSTEM DYNAMICS AND VIBRATIONS (4)

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 and three-hour laboratory weekly. Spring semester. Prerequisites: MENG 375 and 420.

MENG 462 TOPICS IN FLUID MECHANICS (3)

Additional topics in fluid mechanics, including the differential description of fluid flow, its application to channel flow, pipe flow, and boundary layers, scaling of the equations, methods in computational fluid dynamics, and

an introduction to turbulence. Three hours lecture weekly. Prerequisite: MENG 360

MENG 491W SENIOR DESIGN PROJECT I (4)

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. Three-hour lecture-recitation and one three-hour laboratory weekly. Fall semester. Prerequisites: COMM 203. Concurrent enrollment in MENG 400 and 430.

MENG 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. Spring semester. Prerequisite: MENG 491W in semester immediately preceding.

MENG 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.

MENG 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 ME major or consent of instructor.

MENG 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 consent of instructor.

Paralegal Studies Certificate Program

Susan M. Sullivan, MA, 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 who have worked with paralegals.

The undergraduate certificate program in Paralegal Studies includes 18 units of coursework. All students in the program must complete PLST 400, 405, and 498. In addition, each student selects one specialty course from PLST 420 or 450. Students must also take a non-credit computer class. All coursework is counted toward the 124 credits of the USD degree as electives. Contact the program office at (619) 260-4579 or go to 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.

PLST 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.

PLST 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 become familiar with contracts, understand the different types of business entities, and the basics of the litigation process. An intellectual property component provides an overview of trademarks, patents, copyrights, and trade secrets.

PLST 450 GENERAL LITIGATION (9)

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and real estate. 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.

PLST 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, Paralegal Studies

Junior Year Semester I

ENGL 304W (3)
or comparable
writing course

Junior Year Semester II

PLST 400 (2)
PLST 405 (2)

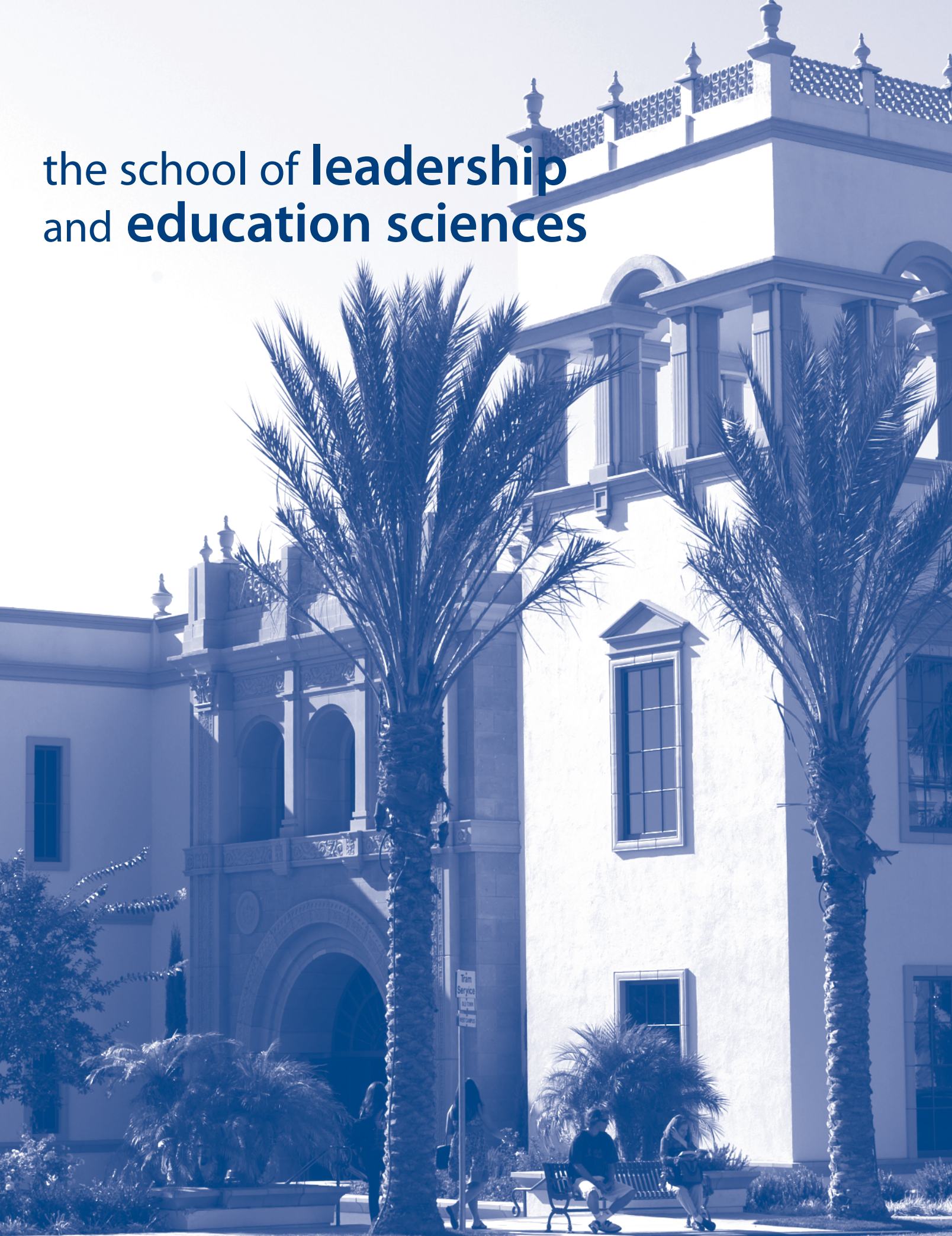
Senior Year Semester I

PLST 420 (9)
or PLST 450 (9)

Senior Year Semester II

PLST 498 (2)

the 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, marital and family therapy, and administration in school and non-school settings. The School of Leadership and Education Sciences also supports the preparation of leaders in the public, nonprofit, and military sectors.

The School of Leadership and Education Sciences offers credential and degree programs in various professional areas including elementary, secondary, 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 Education minor, Leadership Studies minor, Naval Sciences minor, Army ROTC program, Nonprofit Leadership and Management 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 (MA), Master of Arts in Higher Education Leadership (MA), Master of Arts in Nonprofit Leadership and Management (MA), Master of Education (MEd), Master of Arts in Teaching (MAT), Master of Arts in Counseling (MA), Master of Arts in Marital and Family Therapy (MA), and a Doctorate in Leadership Studies (PhD) Please refer to the current Graduate Course Catalog for more information regarding these programs.

The School of Leadership and Education Sciences also offers credentials for teachers, administrators and specialists. 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 course catalog.

Administration

Paula A. Cordeiro, EdD, DEAN

George E. Reed, PhD, ASSOCIATE DEAN

Linda N. Dews, BA, ASSISTANT DEAN

Paula S. Krist, PhD, ASSISTANT DEAN of Assessment Support

Lieutenant Carlton Bayes, USN, MS

Commander William F. Cody, USN, MBA

Lieutenant Jason Datinguino, USN, BA

Laura Deitrick, PhD, DIRECTOR, Caster Family Center

Todd Edwards, PhD, DIRECTOR, Marital and Family Therapy Program

Andrea Estrada, BA, CREDENTIAL ANALYST

Ann F. Garland, PhD, CHAIR, Department of School, Family and Mental Health Professions

Richard Garner, BA, CONSULTANT, User Services

Beth Garofalo, MEd, ASSISTANT DIRECTOR OF LEADERSHIP PROGRAMMING, Department of Leadership Studies

Cheryl Getz, EdD, CHAIR, Department of Leadership Studies

Betsey Gibbs, MEd, MANAGER, Field Experience, Department of Learning and Teaching

Peggy Hetherington, MS, DIRECTOR, Field Experiences, Counseling

Stacey Kasendorf, MEd, MANAGER, Special Education Field Experience, Department of Learning and Teaching

Lieutenant Steven Kling, USN, BS

Heather Lattimer, EdD, CHAIR, Department of Learning and Teaching

Pat Libby, MS, DIRECTOR, Institute for Nonprofit Education and Research

Helene T. Mandell, EdD, DIRECTOR, Field Experiences, Department of Learning and Teaching

Gary A. Neiger, BA, DIRECTOR, Development

Major Michael Nelson, USMC, BBA

Sergio E. Rodriguez, MA, ASSISTANT DIRECTOR OF PROGRAMMING, Department of Learning and Teaching

Captain Patrick Rabun, USN, MA, CHAIR, Department of Naval Sciences

Lieutenant Alyson Ronald, USN, BA

Captain Timothy Sparks, USMC, MSGT

Rondi Stein, MBA, MANAGER, Budget And Operations

Mariam L. True, EdD, COORDINATOR, Special Projects, Department of Learning and Teaching

Lieutenant Colonel John Turner, USA, MA, CHAIR, Military Science

Teresa VanHorn, MA, DIRECTOR, Nonprofit Leadership and Management; Program Coordinator, Leadership Minor

Faculty

Viviana Alexandrowicz, PhD
 Jerome J. Ammer, PhD
 Donna Barnes, PhD
 Sandy Buczynski, PhD
 Sarina Chugani Molina, EdD
 Paula A. Cordeiro, EdD
 Robert Donmoyer, PhD
 Anne Donnellan, PhD
 Todd M. Edwards, PhD
 Ana Estrada, PhD
 Captain Kevin Filer, USA, BS
 Fred Galloway, EdD
 Ann F. Garland, PhD
 Steven A. Gelb, PhD
 Cheryl Getz, EdD
 Zachary Green, PhD
 C. Bobbi Hansen, EdD
 Lea Hubbard, PhD
 Noriyuki Inoue, PhD
 Ronn Johnson, PhD
 Frank Kemerer, PhD
 Heather Lattimer, EdD
 Ian Martin, EdD
 Linda N. Martinez, PhD
 Mary McDonald, PhD
 Theresa Monroe, RSCJ, EdD
 Christopher Newman, PhD
 Erika Raissa Nash, PhD
 Jo Ellen Patterson, PhD
 Reyes Quezada, EdD
 Captain Patrick Rabun, USN, MA
 George E. Reed, PhD
 Lonnie L. Rowell, PhD
 Joi A. Spencer, PhD
 Lee Williams, PhD
 Susan Zgliczynski, PhD

Department of Learning And Teaching

The Department of Learning and Teaching offers an undergraduate Education Minor and options for pursuing a California Teaching Credential. The department offers a Multiple Subject Credential, primarily designed for working in an elementary school setting, a Single Subject Credential for middle and high school settings and an Education Specialist Credential designed for working with special education students.

Education Minor

The minor is open to all students interested in pursuing careers in education-related fields as well as those who aim to contribute to the educational community as volunteers, researchers, parents, and community members. Students will gain valuable knowledge about PK-12 schools, students, learning processes, the impact of structural, linguistic, cultural and economic factors on student success and teaching practices.

Education Minor (18 Units)

Required Course (3)

EDUC 101 Introduction to Teaching & Learning (3)

Education Foundation Course (3) (Choose One)

EDUC 381 Multicultural and Philosophical Foundations of Education (3)
 EDUC 382 Psychological Foundations of Education in a Diverse Society (3)

Elective Courses (12)

At least six (6) units must be upper division. Up to six (6) units may be taken outside of the Department of Learning and Teaching upon approval by the program advisor.

Elective Options Include:

COMM 482 Children and Media (3)
 EDUC 124 Sport and Higher Education (3)
 EDUC 301 Introduction to Academic Mentoring (3)
 EDUC 304 St. Clare's Comparative Education (3)
 EDUC 307 Spanish for Educators (3)
 EDUC 337 Adolescent and Children's Literature and GLBTQ Communities (3)
 EDUC 379 Experimental Topics - Student Movement (1)
 ENGL 231 Children's Literature (3)
 LEAD 162 Outdoor Leadership & Education (3)
 PHIL 341 Ethics and Education (3)
 PSYC 314 Developmental Psychology: Childhood and Adolescence (3)
 SOCI 348 Juvenile Delinquency and Urban Gangs (3)
 THEA 155 Theater in Education (3)

Credential Programs

In the State of California classroom teachers are credentialed by the Commission on Teacher Credentialing (CTC) 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 for teaching in elementary education, the preliminary Education Specialist Credential with Mild to Moderate Authorization that prepares students to teach across K-12 settings and the preliminary Single Subject Credential for teaching in secondary education.

The Commission on Teacher Credentialing (CTC) 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.

Multiple Subject Credential

USD offers a Multiple Subject Credential program that prepares students for teaching in self-contained settings in elementary schools and some middle school classrooms. This program may be completed along with the Liberal Studies major, which helps prepare students in the subjects taught in elementary classrooms or along with any other undergraduate programs.

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 course catalog. Depending on the amount of advanced standing with which students enter USD, it may be necessary for students to take coursework 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 coursework, such as student teaching, as graduate students. Students complete their undergraduate major and the following professional preparation coursework:

Professional Education Courses

ENGL 318	Development of the English Language OR
EDU 558XB	First & Second Language Development (through USD Continuing Education)
EDUC 381C	Multicultural and Philosophical Foundations in a Global Society (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 in Crosscultural Contexts (3)
EDUC 385P	Elementary Curriculum Methods for Global Classrooms (6)
EDSP 389	Healthy Environments and Inclusive Education in a Global Society (3)
EDUC 490S	Student Teaching Seminar for the Multiple Subject Credential (3)*
EDUC 490P	Student Teaching for the Multiple Subject Credential (9)*

*EDUC 490S must be taken concurrently with EDUC 490P

Students interested in pursuing a Multiple Subject Credential should contact Maria Menezes at mmenezes@san Diego.edu or (619) 260-5938 for more information. Students committed to earning a preliminary Multiple Subject Credential, must complete the following steps:

- Declare an undergraduate major
- Pass the CBEST
- Obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program as a multiple subject candidate
- 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. Go to www.sandiego.edu/soles/students/policies.php for the complete list of requirements

- Earn a grade of B- or higher is required in all professional preparation classes
- Earn a grade of C- or higher in all upper-division courses
- Complete all California Credential application papers and pay proper fees

Students are urged to meet regularly with the teacher credential program coordinator 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)

USD offers a Preliminary Education Specialist Credential with Mild to Moderate Authorization that prepares students to teach in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Preferably this program is completed along with the Liberal Studies major, which prepares students in the subjects taught in elementary classrooms. Depending on the amount of advanced standing with which students enter USD, it may be necessary for students to take coursework during the Summer Session, Intersession, and/or carry 18 units during several semesters of undergraduate student in order to complete the requirements for Liberal Studies major and professional teacher preparation in four years. Students may choose to complete some of their professional preparation coursework, such as student teaching as graduate students. Students will complete their undergraduate major and the following professional preparation coursework:

Professional Education Courses

ENGL 318	Development of the English Language OR
EDU 558XB	First & Second Language Development (through USD Continuing Education)
EDSP 389	Healthy Environments and Inclusive Education in a Global Society (3)
EDUC 375P	Inclusive Curricula for Learners 5-22 (3) Fall semester only.
EDUC 383P	Methods of Teaching Reading and Language Arts (3)
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)

Education Specialist Common Core Courses

EDSP 370	Assessment Identification to Transition in Special Education (3) Spring semester only.
EDSP 371	Management of Behavior and Instruction in Special Education (3) August Post summer semester only.
EDSP 372	Language Variance and Assistive Technology (3) Spring semester only.
EDSP 373	Diverse Family Systems & Transitions (3) Fall semester only
EDSP 379	Legal, Ethical & Professional Practices in a Diverse Society (2). Intersession only.
Mild/Moderate Authorization	
EDSP 374	Global Perspectives and Foundations in SPED (3) Fall semester only.
EDSP 375P	Evidence Based Inclusive Practices Mild/ Moderate 5-22 (3) Spring semester only.
EDSP 490P	Student Teaching Mild to Moderate (6)

Important Note: It is possible to obtain the preliminary multiple subject credential in conjunction with the education specialist teaching credential program described above. Additional coursework includes EDUC 381C and EDUC 382 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.

Students interested in pursuing an Education Specialist Credential with Mild/Moderate Authorization should contact Maria Menezes at mmenezes@sandiego.edu or (619) 260-5938 for more information. Students committed to earning an Education Specialist Credential with Mild/Moderate Authorization, must complete the following steps:

- Declare an undergraduate major
- Pass the CBEST(California Basic Educational Skills Test)
- Obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program
- Take POL 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 (EDSP 490P). Admission to the education special credential program does not guarantee acceptance into student teaching. Go to www.sandiego.edu/soles/students/policies.php for the complete list of requirements
- Earn a grade of B- or higher is required in all professional preparation classes
- Earn a grade of C- or higher in all upper-division courses
- Complete all California credential application papers and pay proper fees

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. Math majors may waive the CSET by completing an approved subject matter program. 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 coursework 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 coursework, such as student teaching, or all of their professional preparation coursework as graduate students. Specific course requirements for the math approved program can be obtained from the math department in the College of Arts and Sciences. Students will complete the following professional preparation coursework:

Professional Education Courses

ENGL 318	Development of the English Language OR
EDU 558XB (through USD Continuing Education)	Development of English Language/ Acquisition Skills
EDUC 332P	Curriculum and Methods of Teaching in Today's Global Secondary Classrooms (3)
EDUC 334P	Methods of Teaching Literacy in Secondary Schools in a Global Society (3)
EDUC 381C	Multicultural and Philosophical Foundations of Education in a Global Society (3)

EDUC 382	Psychological Foundations of Education in a Diverse Society (3)
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
EDSP 389	Healthy Environments and Inclusive Education in a Global Society (3)
EDUC 491S	Student Teaching Seminar for the Single Subject Credential (3)*
EDUC 491P	Student Teaching for the Single Subject Credential (9)*

*EDUC 491S must be taken concurrently with EDUC 491P.

Students interested in pursuing a Single Subject Credential should contact Maria Menezes at mmenezes@sandiego.edu or (619) 260-5938 for more information. Students committed to earning a preliminary Single Subject Credential, must complete the following:

- Declare an undergraduate major
- Pass the CBEST
- Obtain a certificate of clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program as a single subject candidate
- 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 the approved math 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. Go to www.sandiego.edu/soles/students/policies.php for the complete list of requirements
- Earn a grade of B- or higher is required in all professional preparation classes
- Earn a grade of C- or higher in all upper-division courses
- Complete all California credential application papers and pay proper fees

Students are urged to meet regularly with the teacher credential program coordinator 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.

Department of Leadership Studies

Leadership Minor

The Leadership Studies minor offers undergraduate students in any major the opportunity to learn and develop leadership abilities 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 Studies minor students learn about group dynamics 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. Leadership Studies minor students will take a capstone course that will guide them in affecting change in our society. Practical experience is included to provide students the opportunity to develop their leadership skills. Students may take this program separately or in conjunction with the Nonprofit Leadership and Management Certificate Program.

Leadership Studies Minor (18 Units)

- | | |
|----------|--|
| LEAD 160 | Personal Leadership, Self-Inquiry, and Discovery (3) |
| LEAD 350 | Leadership and Group Development (3) |
| | OR |
| LEAD 357 | Leadership and Practice of Presence (3) |
| LEAD 351 | Leadership for Change Capstone (3) |
| LEAD 388 | Leadership Internship and Skill Development I (3) |
| | AND |

Choose six units of electives from the following:

- | | |
|-----------|--|
| LEAD 161 | Emerging Leaders (2) |
| LEAD 162 | Outdoor Leadership (3) |
| LEAD 349 | Women in Leadership (3) |
| LEAD 352 | Nonprofit Leadership and Management (3) |
| LEAD 353 | Professional and Ethical Issues and the Practice of Leadership (3) |
| LEAD 354 | Leadership and Diversity in Organizations (3) |
| LEAD 357 | Leadership and the Practice of Presence (3) |
| LEAD 359 | Models of Participatory Leadership (3) |
| LEAD 372 | Leadership and Spirituality (3) |
| LEAD 373 | Lessons in Leadership: The American Presidency (3) |
| LEAD 379 | Professional Engagement (1) unit |
| LEAD 387P | Student Leadership: Practical Experience (1-3) |

- | | |
|----------|--|
| LEAD 389 | Leadership Internship and Skill Development II (1-3) |
|----------|--|

No course substitutions permitted in the Leadership Studies Minor

Nonprofit Leadership and Management Certificate Program

The Nonprofit Leadership and Management Certificate program is an innovative course of study that develops and certifies students to become skilled professionals and leaders in nonprofit agencies. The program is available to undergraduate students in any major. Students completing the program will receive national certification from the Nonprofit Leadership Alliance. Completion of the national credential earns students a Certified Nonprofit Professional (CNP) designation that verifies students have met national standards in critical nonprofit management and leadership competencies, completed internships and attendance at a four-day professional nonprofit leadership and management conference. Students have the option of completing the certificate in conjunction with any USD degree program or completion of a 20-unit program to obtain the Nonprofit Leadership and Management Certificate and the Leadership Studies minor or the Education minor.

Nonprofit Leadership and Management Certificate (11 units)

- | | |
|-----------|--|
| LEAD 352 | Nonprofit Leadership and Management (3) |
| LEAD 355S | Agency Seminar I (1) |
| LEAD 356S | Agency Seminar II (1) |
| LEAD 387P | Student Leadership: Practical Experience (3) |
| | OR |
| LEAD 388 | Leadership Internship and Skill Development I (3) |
| LEAD 389* | Leadership Internship and Skill Development II (3) |

Attendance at one Nonprofit Leadership Alliance Conference is required.

*Business majors may substitute BUSN 498 for LEAD 389 in this program

Leadership Studies Minor and Nonprofit Leadership and Management Certificate (20 units)

LEAD 160	Personal Leadership, Self-Inquiry, and Discovery (3)
LEAD 350	Leadership and Group Development (3) OR
LEAD 357	Leadership and the Practice of Presence (3)
LEAD 351	Leadership for Change Capstone (3)
LEAD 352	Nonprofit Leadership and Management (3)
LEAD 355S	Agency Seminar I (1)
LEAD 356S	Agency Seminar II (1)
LEAD 387P	Student Leadership: Practical Experience (3) OR
LEAD 388	Leadership Internship and Skill Development I (3)
LEAD 389*	Leadership Internship and Skill Development II (3)

Attendance at one Nonprofit Leadership Alliance Conference is required.

* Business majors may substitute BUSN 498 for LEAD 389 in this program

Education Minor and Nonprofit Leadership and Management Certificate Program (20 units)

Please contact the Learning and Teaching Department's advisor in the School of Leadership and Education Sciences (SOLES).

Military Science

Military Science offers a two, three, and four-year Army Reserve Officers Training Corps (ROTC) program designed to develop future officers in the areas of leadership, management, foreign policy, national security, military history, and military skills. The Army ROTC program also offers a series of optional adventure outings and on-campus activities during the school year. These include orienteering, rappelling, sports programs and social activities. Enrollment in the Army ROTC program is not a requirement for taking military science courses. Military Science offers a varied class schedule to meet students' requirements. The Army ROTC program consists of one course per semester along with scheduled leadership laboratories and field training.

Four-Year Commissioning Program

The four-year program is divided into two parts: the basic course and the advanced course. The basic course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. The first year consists of 2 unit introductory courses each semester. The second year consists of 2 unit courses with instruction on organizational leadership theories. Uniforms, necessary military science textbooks, and materials are furnished without cost.

After completing the basic course, students who have demonstrated officer potential, have met physical and scholastic standards and agree to contract are eligible to enroll in the advanced course. This course is normally taken in the final two years of college and consists of outlined military science and designated enrichment courses that include communication skills, military history, and computer literacy.

The advanced program is taught at San Diego State University through the College of Extended Studies. In addition, the advanced course consists of a paid five-week leadership assessment course held during the summer between the junior and senior years. This course permits students to put into practice the leadership principles and theories acquired in the classroom. All students in the advanced course receive uniforms, necessary military science textbooks, pay for the leadership assessment course, and a living allowance of up to \$4,000 each school year.

Upon completion of the advanced course, students are commissioned Second Lieutenants in the U.S. Army. The available options after commissioning are active duty for a minimum of three years or three months active duty for

training followed by part-time participation in the U.S. Army Reserve or U.S. Army National Guard.

Several special programs are available for students who have previous ROTC training or active military service. These programs allow for part- or full-placement credit for the basic course. In addition, a program is available for simultaneous participation in both Army ROTC and the Army Reserve or Army National Guard.

Two-Year Commissioning Program

This program offers students the opportunity to be commissioned officers after two years of Army ROTC instead of four years. The two year program is designed for community and junior college graduates and students who did not take Army ROTC during their first two years or who have prior military experience. The five-week summer Leaders Training Course (LTC), Military Science 221, provides the military skills and leadership training normally taught during the freshman and sophomore on-campus courses. LTC is conducted at Fort Knox, Kentucky, and a paid salary, transportation, meals, and lodging will be furnished. LTC graduates enroll in Military Science 301 to enter the advanced course and complete the advanced program at the San Diego State University campus as described above.

Applying for the Program

USD students enroll in military science courses by signing up during registration in the same manner as for other university classes. There is no advance application needed for the freshman or sophomore classes. However, students enrolling in Military Science courses need to contact USD Military Science to receive information on lab schedules, equipment, materials and activities.

Military Science Courses (MILS)

MILS 101 INTRODUCTION TO LEADERSHIP I (3)

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Relative examples and discussions are used to relate leadership to not only the military, but also to Corporate America.

MILS 102 INTRODUCTION TO LEADERSHIP II (3)

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. The principles discussed in this curriculum can be used to prepare managers for Corporate America by building a solid foundation for the understanding of leadership.

MILS 201 FOUNDATIONS OF LEADERSHIP I (3)

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE).

MILS 202 FOUNDATIONS OF LEADERSHIP II (3)

This course examines the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operations orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles

and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

MILS 301 ADAPTIVE TACTICAL LEADERSHIP (3)

Military Science 301 will develop leadership and organizational skills, time management, and technical competence in military-related subjects. Students concentrate on the practical application of the leadership fundamentals and techniques learned in the ROTC Basic Course and prepare for success at the Leader Development and Assessment Course at Fort Lewis, Washington, and as future commissioned officers in the U.S. Army. The course consists of both classroom instruction and practical field application where cadets are placed in leadership roles.

MILS 302 APPLIED TEAM LEADERSHIP (3)

MSL 302 uses increasingly challenging situational leadership challenges to build Cadet proficiency and skills in leading tactical operations. Having learned squad-level tactics in MSL 301, cadets will now learn to effectively lead up to platoon level. Cadets will review aspects of combat, stability and support operations. They will also conduct military briefings and develop proficiency in garrison operations orders. The focus is on exploring, evaluating and developing skills in decision making, persuading and motivating members of a team to accomplish a common mission. MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leadership Development and Assessment Course (LDAC).

Naval Science

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps officers a basic professional background in the following areas: introduction to naval sciences; leadership, ethics, and management; piloting and navigation; nautical rules of the road; ship characteristics, design, and propulsion; theory and employment of weapon systems; amphibious operations and history of warfare. 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. Participants who complete a minimum of 18 units from this program (9 of which must be upper division) are eligible to receive a minor in Naval Science.

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
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.

Naval Science Courses (NAVS)

NAVS 101 INTRODUCTION TO NAVAL SCIENCE (3)

AA 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.

NAVS 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.

NAVS 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.

NAVS 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.

NAVS 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.

NAVS 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.

Courses

Educational Recreation Courses (EDRC)

The university offers a variety of educational recreation courses to students. One-half to one units of credit per semester is available to students for participating in recreation courses. A total not to exceed four recreation units is applicable toward graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester. Courses may be taken on a pass/fail basis only.

Recreation courses cover the subject areas of aquatics, martial arts, dance, fitness, health/safety/wellness, leisure time activities, Mission Bay Aquatic Center courses, recreation sports, and sports clubs. Specific classes are announced each semester. Go to www.sandiego.edu/campusrecreation for course descriptions. 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 Coed (.5)
- 103 (Sec. 01) Life guarding (.5)
- 103 (Sec. 02) Water Safety Instructor (.5)
- 103 (Sec. 03) Aquatic Specialist: Lifeguard and WSI Certification (.5)
- 104 (Sec. 01) Swimming Beginning (.5)
- 104 (Sec. 02) Swimming Stroke Development (.5)
- 105 (Sec. 01) Adaptive Aquatics (.5)
- 105 (Sec. 02) Water Fitness (.5)
- 106 Swim Training (.5)

Martial Arts

- 107 (Sec. 01) Mixed Martial Arts Introduction (.5)
- 107 (Sec. 02) Mixed Martial Arts Level 2 (.5)
- 108 Escrima (.5)
- 109 Kendo (.5)
- 110 (Sec. 01) Karate Beginning (.5)
- 110 (Sec. 02) Karate Multi-Level (.5)
- 111 (Sec. 01) Women's Self Defense (.5)
- 111 (Sec. 02) Self Defense for Men (.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 Mixed 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 (Sec. 01) Ballroom Dance Beginning (.5)
- 121 (Sec. 02) Ballroom Dance Multi-Level (.5)
- 121 (Sec. 03) Social Ballroom Dance (Intro) (.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)
- 124 (Sec. 03) Intro to Contemporary Dance (.5)
- 125 (Sec. 01) Dance Performance Workshop (1)
- 125 (Sec. 02) Musical Theatre Dance (1)
- 126 (Sec. 01) Stretch Exercise (.5)
- 126 (Sec. 02) So You Think You Can Dance USD? (.5)
- 127 (Sec. 01) Salsa (.5)
- 127 (Sec. 02) Guadalajara Program: Salsa (1)
- 127 (Sec. 03) Tango Dance Beginning (.5)
- 127 (Sec. 04) Tango Dance Intermediate/Advance (.5)
- 128 (Sec. 01) Swing Dancing (.5)
- 128 (Sec. 02) Country Western Dance (.5)
- 128 (Sec. 03) Latin Ballroom
- 129 (Sec. 01) Polynesian Dance (.5)
- 129 (Sec. 02) Belly Dancing
- 129 (Sec. 03) Hawaiian Dance (.5)

Fitness

- 130 (Sec. 01) Fitness Weight Training (.5)
- 130 (Sec. 02) Fitness Weight Training for Women (.5)
- 130 (Sec. 03) Fitness Weight Training Coed (.5)
- 131 Power Development for Sports Performance (.5)
- 132 (Sec. 01) Fitness Hip Hop Beginners (.5)
- 132 (Sec. 02) Fitness Hip Hop Intermediate/Advanced (.5)
- 132 (Sec. 03) Fitness Zumba Cardio Dance (.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)
- 134 (Sec. 04) Fitness Butts & Guts (.5)
- 135 (Sec. 04) Fitness Polynesian Aerobics (.5)
- 136 (Sec. 01) Fitness Pilates (.5)
- 136 (Sec. 02) Fitness Pilates Pulse (.5)
- 136 (Sec. 03) Pilates Resistance Training (.5)
- 137 (Sec. 01) Running for Fun and Fitness (.5)
- 137 (Sec. 02) Boot camp USD (.5)
- 138 Fitness Triathlon Multi-Level (.5)
- 139 Fitness Aqua Aerobics (.5)
- 140 (Sec. 01) Cycling Multi-Level (.5)

- 140 (Sec. 02) Cycling Outdoors (.5)
- 141 Mountain Biking Multi-Level (.5)
- 142 Men's Crew (.5)
- 143 Fitness Spinning (.5)
- 144 Fitness 101 (.5)

Health/Safety/Wellness

- 145 Community Safety and CPR (.5)
- 146 Advanced First Aid/CPR/AED/Oxygen (.5)
- 147 First Aid Responding to Emergencies (1)
- 148 (Sec. 01) Wellness and Personal Fitness (.5)
- 148 (Sec. 02) Nutrition and Health (.5)
- 148 (Sec. 03) Sports and Nutrition (.5)
- 149 (Sec. 01) Personal Training Certification Prep Course (.5)
- 149 (Sec. 02) Group Fitness Certification Prep Course (.5)
- 149 (Sec. 03) Strength and Conditioning Theories and Practice (.5)
- 149 (Sec. 04) Athletic Training Prep Course (.5)

Leisure Time Activities

- 150 Horsemanship English (.5)
- 151 Horsemanship Western (.5)
- 152 Horse Polo (.5)
- 153 Massage (.5)
- 154 (Sec. 01) Yoga Gentle Flow (.5)
- 154 (Sec. 02) Yoga Power Flow (.5)
- 154 (Sec. 03) Yoga Fusion Flow (.5)
- 154 (Sec. 04) Yoga Sculpt (.5)
- 154 (Sec. 05) Meditation Yoga (.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 (Sec. 01) Beginning Rock Climbing (.5)
- 160 (Sec. 02) Vertical World (.5)
- 161 (Sec. 01) Backpacking (.5)
- 161 (Sec. 02) Advanced Backpacking and Hiking: Trip 1 (.5)
- 161 (Sec. 03) Advanced Backpacking and Hiking: Trip 2 (.5)
- 162 Kayaking (.5)
- 163 Fishing (.5)
- 164 Snow Skiing (.5)
- 165 Leave No Trace (.5)
- 166 Kayak/Canoe Basics (.5)
- 167 (Sec. 01) Challenge Course Facilitation (.5)
- 167 (Sec. 02) New Guide Development Training (.5)
- 167 (Sec. 02) New Guide Development Training Trip (.5)
- 168 San Diego Outdoors (.5)
- 169 (Sec. 01) Flow Boarding (.5)
- 169 (Sec. 02) Flow Boarding Advanced (.5)

Mission Bay Aquatic Center Courses

- 170 Sailing Basic to Advanced (.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 Coed (.5)
- 181 (Sec. 04) Soccer Multi-Level (.5)
- 182 (Sec. 01) Golf Basics Coed Level 1 (.5)
- 182 (Sec. 02) Golf Basics for Women Level 1 (.5)
- 182 (Sec. 03) Golf Skills Development Coed- Level 2 (.5)
- 182 (Sec. 04) Golf for Women Level 2 (.5)
- 182 (Sec. 05) Golf for Business and Play Coed- Level 3 (.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 Coed (.5)
- 187 (Sec. 01) Fencing Foil 1 (.5)
- 187 (Sec. 02) Fencing Foil 2 (.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)
- 190 (Sec. 03) Club Women's Soccer
- 190 (Sec. 04) Club Women's Rugby
- 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 (Sec. 01) Club Equestrian (.5)
- 196 (Sec. 02) Roller Hockey Team (.5)
- 197 (Sec. 01) Baseball Club
- 197 (Sec. 02) Recreation Activities Club (.5)
- 197 (Sec. 03) Club Tennis Team)
- 198 (Sec. 04) Competitive Climbing Club
- 198 (Sec. 05) Officials Club
- 198 (Sec. 01) Spirit Team (.5)
- 198 (Sec. 02) Dance Company Club (.5)

Education Courses (EDUC)

EDUC 101 INTRODUCTION TO TEACHING AND LEARNING (3)

This course has been developed to help USD undergraduates explore and confirm career interests in education, with a focus on teaching. It is a required course for the Undergraduate Minor in Education. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, more broadly, and more systematically about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. In the course students will learn about research and theory-based views of educational history. They will develop an understanding of themselves as learners, explore how children learn, examine teaching practices and various contexts that support teaching and learning and learn to think critically about the contemporary issues related to teacher education. Participating together in learning activities in class will facilitate students' learning. The expectation is that by the end of the course, students will begin to understand teaching as a profession that is a complex endeavor embedded in a larger organizational and social context.

EDUC 124 SPORT AND HIGHER EDUCATION: THE STUDENT ATHLETE EXPERIENCE (3)

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.

EDUC 301 INTRODUCTION TO ACADEMIC MENTORING (3)

This course is designed to support students in developing the knowledge, skills, and dispositions appropriate to mentoring children in PK-12 settings. Through readings, class discussions, and practical experiences, students will learn about issues affecting student learning. There will be an emphasis on mentoring a diverse population of students.

Each USD student enrolled in the course will concurrently be placed at a mentoring site and assigned to work with an individual child or small group of children. The course will be adapted each semester to meet the specific demands of the mentoring sites and partner with educational programs such as AVID, Summerbridge, Balboa Elementary, and Kearny High School. Readings, placements, and, where

appropriate, program-specific trainings will support students in their mentoring assignment.

EDUC 304 ST. CLARE'S COMPARATIVE EDUCATION (3)

The course is broadly organized into four sections. The first part provides an overview of the UK education system, the second a comparison of key themes in UK education, the third introduces relevant international comparisons and benchmarks, and the fourth is based around student contributions based on their US and UK experiences. Throughout the course, the students will be asked to draw on their experience gained in UK classrooms. They will also be provoked to take an active and critical position on the various reading tasks requested of them as these relate to their classroom experience.

EDUC 307 SPANISH FOR EDUCATORS (3)

This course targets the skills needed to provide students with the Spanish language such as vocabulary and phrases needed to communicate with Spanish speaking students, school personnel, families, and visitors. Students will be able to speak, read, and write using Spanish for classroom instruction, health care, educational administration, special needs and extracurricular activities, among other areas. The class emphasizes practice through authentic activities such as games and role-playing.

EDUC 332P CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS (3)

A general curriculum and methods course emphasizing best practices in curriculum design, assessment, and instructional methodologies. Candidates practice various teaching techniques, writing objectives, lesson and unit planning, close examination of student work, classroom management, and subject matter applications. A 50-hour practicum is required in a secondary school. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

EDUC 334P METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY (3)

The focus will be on teaching literacy in the content areas. Students will develop a cultural lens. During the course of this semester, we will examine current issues, theories, and practices in secondary literacy from local, national, and global perspectives. Students will also design and deliver learning activities for diverse student populations, participating in a community of practice by supportively critiquing each other's efforts. 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.

EDUC 337 ADOLESCENT AND CHILDREN'S LITERATURE AND GLBTQ COMMUNITIES (3)

This course explores issues related to gender, sexual orientation and the heteronormativity in schools and society. Adolescent and children's literature, poetry, film and music relating to identity, majority culture influences, social movements and historical contexts will be used to investigate issues related to sexual orientation. What does it mean to be a gay/lesbian, bisexual, or transgender person? What is the atmosphere of acceptance and safety for all students? How can we promote peace and justice within and among groups? These and other questions will be addressed in order to promote knowledge and understanding of micro-culture.

EDUC 360 TEACHING 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. The focus includes physical education theory, research and activities from a global perspective.

EDUC 375P INCLUSIVE CURRICULA FOR LEARNERS 5-22 (3)

This course is designed to provide education specialist candidates with subject-specific pedagogical knowledge and skills across the CA state-adopted academic K-12 content standards. Candidates will explore and implement inclusive best practices in curriculum design, assessment and instructional methodology. An emphasis is placed on co-teaching, response-to-intervention, differentiated instruction and alignment of IEP learning outcomes within grade/age appropriate California k-12 content standards expectations. Candidates practice instructional strategies, design of learning outcomes, inclusive focused lesson and unit lesson planning, close examination of individual and class-wide student work, and classroom, individual and curriculum management. Focus centers around research grounded methods that address the learning needs of at-risk students, students with special needs, students with English Language Learning needs, students with concurrent special education & ELL needs and students whose ability to keep pace with age appropriate curriculum requires differential instruction. Candidates will learn to design and provide ongoing assessment of the principles of transference and generalization to facilitate learners' readiness at key transition points between 5 to 22 years of

age educational opportunities. This course meets part of the CTC requirements for a Preliminary Education Specialist Credential with Mild/Moderate Authorization.

Field Experience: The course requires 20-hours of structured practicum experience. Field experience is evenly divided in an elementary and a secondary setting. The practicum sites must be in an inclusive classroom setting that includes students with IEPs and English Language Learners. The field sites provide the settings for designing, delivery and assessment of the mandatory course embedded signature assignments. Candidates complete both an elementary and secondary subject matter focused PACT aligned project. An intern candidate may complete all or some of the components of this field experience in his or her contract classroom, providing the setting allow the intern to complete all components of the centerpiece assignment

EDUC 379 SOLES EXPERIMENTAL TOPICS COURSE (1-3)

This course number is used by SOLES for experimental topics courses. The title and content of each 379 course will vary by topic and program/department. If more than one 379 course is offered during a single semester, section numbers will allow for identification of the course.

EDUC 381C MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS IN A GLOBAL SOCIETY (3)

This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will also be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning is required.

EDUC 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.

EDUC 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 including an international children's literature and global perspective to promote reading and ways to create environments that support literacy development throughout the world. This course prepares students for the RICA exam. Prerequisite: Admission to the credential program.

EDUC 384C METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS (3)

This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English language learners from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective practices and programs for the development of oral, reading, writing and academic language proficiency of learners in the cross-cultural classroom. Candidates implement literacy assessments and use strategies and develop lesson plans for English language development as a second language and for Specially Designed Academic Instruction in English. Course Content includes acquiring awareness about the education of minority students globally. The course includes 20 hours of community service learning. Prerequisite: Admission to the credential program.

EDUC 385P ELEMENTARY CURRICULUM METHODS FOR GLOBAL CLASSROOMS (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. Candidates learn to assist students to develop as globally competent citizens who possess knowledge of other world regions, cultures, and global issues. 50-hour practicum. Prerequisite: Admission to the credential program.

EDUC 399 INDEPENDENT STUDY (1-3)

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

EDUC 490P STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL (9)

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 Field Experience Managers 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. Go to www.sandiego.edu/soles/students/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.

EDUC 490S STUDENT TEACHING SEMINAR FOR THE MULTIPLE SUBJECT CREDENTIAL (3)

Students are required to take this 3 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.

EDUC 491P STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL (9)

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. Go to www.sandiego.edu/soles/students/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.

EDUC 491S STUDENT TEACHING SEMINAR FOR THE SINGLE SUBJECT CREDENTIAL (3)

Students are required to take this 3 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.

EDUC 499 INDEPENDENT STUDY (1-3)

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

Special Education Courses (EDSP)**EDSP 370 ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION (3) (SPRING ONLY)**

Candidates develop skills in using a wide variety of assessment instruments and techniques to inform identification, placement, planning, monitoring and transition of students academically, socially and/or behaviorally at-risk. Students will administer formal assessment tests, construct, administer and evaluate informal assessments appropriate from preschool to adulthood in home, school and community settings. Focus is on criteria for becoming competent assessors of at-risk individuals with mild to moderate disabilities. Legal procedures, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and engagement in a district multidisciplinary team provide the framework for making valid assessment decisions. Case studies provide a problem-based opportunity to collaboratively explore the case management role of an education specialist. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction based on response to intervention (RtI). Overarching outcome is to become reliable competent consumers of assessment information to analyze assessment results to inform the IFSP, IEP & ITP decision-making process and ongoing instruction.

EDSP 371 POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED (3) (AUGUST POST SUMMER SESSION ONLY)

Self-regulatory knowledge and strategies to provide teachers and students with skills to identify manage and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies.

EDSP 372 LANGUAGE VARIANCE AND ASSISTIVE TECHNOLOGY (3) (SPRING ONLY)

This course presents an introductory overview of typical and atypical development of communication skills (speech, language, and hearing). The typical stages of communication skill development will be presented to serve as a framework of examining developmental delays, disorders, differences, and loss that may affect communicative competence. The impact of communicative competence in preschool, school aged children, and adolescents will be highlighted. Assistive technology and augmented communication including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities is a key component throughout the course.

EDSP 373 DIVERSE FAMILY SYSTEMS & TRANSITIONS (3) (FALL SEMESTER ONLY)

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.

EDSP 374 GLOBAL PERSPECTIVES AND FOUNDATIONS IN SPED (3) (FALL SEMESTER ONLY)

Focus is on identification and distinction of characteristics and needs that qualify an individual for special education services according to federal and state law. The principles of action research and global perspectives of special needs frame an investigation of the academic, social and behavioral needs of individuals. Candidates use a global historical lens to understand the philosophy, education foundations and evidence-based research that underpin the legal and ethical definition and service delivery options for individuals with exceptional needs. Emphasis is placed on individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Candidates explore how cultural, community and individual diversity and the needs of English learners influence classification and placement.

EDSP 375P EVIDENCE BASED INCLUSIVE PRACTICES MILD/MODERATE 5-22 (3) (SPRING SEMESTER ONLY)

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques 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) aligned with CA content standards.

Fieldwork: a 25-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required. The regular consistent field-experience must provide sufficient time to complete the pact project. Intern candidates must meet with

the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

EDSP 379 LEGAL ETHICAL & PROFESSIONAL PRACTICES IN DIVERSE SOCIETY (2) (INTERSESSION ONLY)

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. Particular attention is placed on the English Learner mandates required in California. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.

EDSP 389 HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY (3)

This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. 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. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student.

Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 394 ADVANCED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS (3)

This advanced seminar for Advanced Level II Professional Education Specialist focus on theoretical approaches to effective intervention with children and youth who exhibit significant emotional and behavioral control needs. Topics include applied behavior analysis; techniques to facilitate positive behavioral support, medical interventions, behavior crisis management, behavior measurement, and data based decision-making, instructional modifications, and collaboration with families and mental health professionals.

EDSP 399 INDEPENDENT STUDY (1-3)

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

EDSP 490P STUDENT TEACHING MILD TO MODERATE DISABILITIES (6)

Supervised full day semester long student teaching in settings serving individuals with mild to moderate disabilities. This includes individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students while maintaining the integrity of age appropriate state mandated subject matter standards. Competency is demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, and 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). Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms.

Student teaching is full semester as designated by school district. Candidate follows full day schedule of assigned master teacher. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Transitional Individual Induction Plan.

Prerequisite: A candidates must file the formal Petition to Enroll in Special Education Form and submit and successfully pass the Midpoint Portfolio Review by the special education faculty the Fall or Spring semester prior to the practicum. Policies and procedures are outlined in the Graduate Candidate Manual and the filing date will be announced to all candidates via their official USD E-mail Address. Contact your Special Education Program Advisor and/or the Field Placement Coordinator during the first month of the Fall or Spring term in which you are requesting practicum approval for details.

Fieldwork fee: \$200

EDSP 499 INDEPENDENT STUDY (1-3)

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

Leadership Courses (LEAD)**LEAD 160 PERSONAL LEADERSHIP, SELF-INQUIRY, AND DISCOVERY (3)**

This course introduces students to the complexity of leadership through exploring classic and contemporary leadership theories with explicit connection to leadership practice. Students will learn about leadership concepts on an individual, group, and systemic level. Topics covered include: definitions of leadership, leadership theories, leadership and management, organizational leadership and change, diverse perspectives of leadership, and ethics. Through this course, students will develop competence and confidence in their ability to exercise leadership.

LEAD 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 USD. 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.

LEAD 162 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)

LEAD 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.

LEAD 350 LEADERSHIP AND GROUP DEVELOPMENT (3)

This course provides opportunities for students to study and analyze the complexity of leadership and groups. Drawing on leadership and group theories and models, the following topics will be examined with explicit connections to experiences within and outside of the classroom: group dynamics, roles, norms, authority, power, and collaboration. Through this course students will develop greater awareness of roles, behaviors, and social identities in themselves and others. They will also learn how to be an effective group member and how to exercise leadership in groups.

LEAD 351 LEADERSHIP FOR CHANGE CAPSTONE (3)

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts. Students will explore leadership for change on the interconnected levels of self, group, and system. They will engage in individual and group reflection to increase integrative learning and decrease blind spots. Additionally, students will solidify their personal philosophy of leadership and complete a group change project to affect the larger community. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice. Prerequisites: EDLD/LEAD 160 at the Undergraduate level with a minimum grade of C- and EDLD/LEAD 350 or LEAD 357 at the Undergraduate level with a minimum grade of C-.

LEAD 352 NONPROFIT LEADERSHIP AND MANAGEMENT (3)

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts. Students will explore leadership for change on the interconnected levels of self, group, and system. They will engage in individual and group reflection to increase integrative learning and decrease blind spots. Additionally, students will solidify their personal philosophy of leadership and complete a group change project to affect the larger community. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

LEAD 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.

LEAD 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.

LEAD 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.

LEAD 356S AGENCY SEMINAR II (1)

This course is a continuation of LEAD 355S.

LEAD 357 LEADERSHIP AND THE PRACTICE OF PRESENCE (3)

This course is designed to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment. Students develop the personal skills, awareness, and discipline necessary to exercise leadership effectively; and they are encouraged to expand their thinking beyond traditional notions of leadership. The weekend format provides a temporary organizational setting that duplicates to some extent the dynamics that occur regularly in organizations, connecting classroom learning to real world problems. Learning in this course encompasses the interconnected levels of self, others, and systems.

LEAD 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.

LEAD 372 LEADERSHIP AND SPIRITUALITY (3)

This course focuses on leadership as a spiritual activity, reclaiming the notion that authentic leadership comes from within, inspired by our unique passions and talents, and guided by our deepest beliefs and most cherished values. We will consider the spiritual roots of authentic leadership through exploration of an individual's own experience of leadership and spirituality, informed by recent research and readings from authorities in the fields of leadership studies, spirituality, psychology, sociology, and theology.

LEAD 373 LESSONS IN LEADERSHIP: THE AMERICAN PRESIDENCY (3)

This course provides opportunities for students to study and analyze the complexity of leadership by examining the lives and actions of selected U.S. presidents. Students will exam, critique, and report on matters of presidential leadership as noted by historians, journalists, leadership experts, and the presidents themselves. The overall purpose of the course is to abstract "lessons in leaders," if any, and to test the proposition that U.S. presidents should be "leaders of character."

LEAD 379 (1-3)

This course is used by SOLES for experimental topics courses. The title for each 379 course will vary by topic and program/department. If more than one 379 course is offered during a single semester, section numbers will help identify the course.

LEAD 387P STUDENT LEADERSHIP PRACTICAL EXPERIENCE (1-3)

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

LEAD 388 LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT I (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts to leadership practice and provides experience from which students can gain valuable job skills and experience in a possible future career. Through the internship experience and accompanying classroom experience, students will be able to examine their experiences alongside leadership concepts, engage in reflection, and develop their leadership capacities. Internship placement must be pre-approved. Prerequisites: Any one of the following at the Undergraduate level with a minimum grade of C-: EDLD/LEAD 160, EDLD/LEAD 350, EDLD/LEAD 352, EDLD/LEAD 357

LEAD 389 LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT II (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts to leadership practice and provides experience from which students can gain valuable job skills and experience in a possible future career. Through the internship experience and accompanying classroom experience, students will be able to examine their experiences alongside leadership concepts, engage in reflection, and develop their leadership capacities. Internship placement must be pre-approved. Prerequisites: Any one of the following at the Undergraduate level with a minimum grade of C-: EDLD/LEAD 160, EDLD/LEAD 350, EDLD/LEAD 352, EDLD/LEAD 357

LEAD 399/499 INDEPENDENT STUDY (1-3)

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair, and the Associate Dean prior to registering for the 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.

Marital and Family Therapy Courses (MFTS)**MFTS 365 CURRENT APPROACHES TO PEER ASSISTANCE (3)**

Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Students will learn about research and theories related to the effectiveness of peer to peer interventions, and the development and evaluation of educational and wellness prevention programs and interventions. Examples of student wellness areas to explore include, substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, and skills to apply this knowledge as peer counselors. Students will gain knowledge through textbook readings and peer reviewed articles, didactic and experiential class activities, class presentations, and role plays. Ethics and professional standards will also be reviewed. Students' learning and ability to apply knowledge will be evaluated through formal testing, journaling, and videotaped practice sessions. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university. (Fall Semester Only)

MFTS 366 APPLIED EXPERIENCE IN PEER ASSISTANCE (2)

This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer advisors for students identified "at-risk" (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified through early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women's Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

**administration
and faculty**



Board of Trustees

Ron L. Fowler, CHAIR
 Frank D. Alessio, VICE CHAIR
 James C. Peters, TREASURER
 Margarita Paláu Hernández, Esq., SECRETARY

Richard M. Bartell
 Cindy Basso Eaton
 Constance M. Carroll, PhD
 Richard K. Davis
 Very Reverend Monsignor Richard F. Duncanson, STD
 Daniel C. Herbert
 Robert A. Hoehn
 Sister Kathleen Hughes, RSCJ
 Roger A. P. Joseph
 Michael B. Kaplan
 Donald R. Knauss
 James C. Krause
 Stanley W. Legro
 Mary E. Lyons, PhD
 Luis Maizel
 Susan H. Mallory
 James V. Mazzo
 James B. McCarthy
 Liam E. McGee
 Ann Navarra
 Sister Carolyn Osiek, RSCJ, ThD
 James D. Power IV
 Very Reverend Monsignor Lawrence M. Purcell
 John T. Redmond
 Byron C. Roth
 David H. Shaffer
 Darlene Marcos Shiley
 Herbert B. Tasker

Trustees Emeriti

Robert H. Baker
 Manuel Barba, MD
 Thomas E. Barger*
 Dee Baugh*
 Allen J. Blackmore
 Reverend Monsignor Robert T. Callahan*
 Robert T. Champion*
 H. John Cashin*
 James W. Colachis*
 Kathryn A. Colachis
 Helen K. Copley*
 Jenny M. Craig
 Sister Frances Danz, RSCJ*
 Daniel W. Derbes
 Sir Daniel J. Donohue
 Margaret Duflock
 Reverend Monsignor I. Brent Eagen*
 Anita Figueredo*
 Walter Fitch III*
 Kim Fletcher
 J. Phillip Gilligan*
 Charles M. Grace
 Ernest W. Hahn*
 Muriel Hahn*
 Bruce R. Hazard*
 Patricia M. Howe
 Peter J. Hughes
 Arthur H. Kaplan*
 Michael B. Kaplan
 Edmund Keeney*
 Joan B. Kroc*
 Margot A. Kyd
 The Most Reverend Leo T. Maher*
 Liam E. McGee
 James McMorrow*
 George M. Pardee*
 Elizabeth Parkman*
 Leland S. Prussia
 John M. Robbins
 Col. Irving Salomon
 Richard P. Woltman
 Joanne R. Warren
 Walter J. Zable
 *Deceased

Administration

Office of the President

Mary E. Lyons, PhD, President
 Elaine V. Atencio, BS, Special Assistant to the President and
 Assistant Secretary of the Board of Trustees
 Alfred S. Chavez Jr., CPA, University Auditor
 Kelly Capen Douglas, Esq, General Counsel
 Cel Johnson, PhD, Executive Director, Institutional
 Research and Planning
 Mary Whelan, MA, Executive Director, Institutional Design
 Ky Snyder, BS, Associate Vice President for Athletics

Office of the Executive Vice President and Provost

Julie H. Sullivan, PhD, Executive Vice President and Provost
 Christopher W. Wessells, MS, Vice Provost and Chief
 Information Officer
 Thomas R. Herrinton, PhD, Vice Provost
 Andrew T. Allen, PhD, Associate Provost for Academic
 Planning and Effectiveness
 Denise Dimon, PhD, Associate Provost for International
 Affairs
 Carlton Floyd, PhD, Associate Provost for Inclusion and
 Diversity
 Deborah L. Gough, MEd, Assistant Vice President,
 Academic Administration
 Terry Kalfayan, MS, CPA, Assistant Vice President, Budget
 and Treasury
 Stephen Pultz, MA, Assistant Vice President, Enrollment
 Management
 Theresa Byrd, EdD, University Librarian
 Sara Boquin, BA, Director, Student Support Services
 Susan H. Bugbee, MA, Registrar
 Kimberly Eudy, JD, Director, Sponsored Programs
 Minh-Ha Hoang, MA, Director, Admissions
 Sarah Kriz, PhD, Director, Undergraduate Research
 Judith Lewis Logue, MS, Director, Financial Aid
 Chris Nayve, JD, MBA, Director, Community Service-
 Learning
 Kimberly A. Parks, MA, Associate Registrar, Summer and
 Intersession
 Noel Salunga, MA, Director, McNair Scholars
 Linda M. Scales, MA, Director, Career Services
 Stephen Schissler, MEd, Director, One Stop Student Center
 Susan Sullivan, MA, Director, Graduate Career Programs
 Cynthia Villis, PhD, Director, Institute of College Initiatives
 and Director, Upward Bound
 Anne T. O'Brien, MS, Coordinator, Academic Publications

Office of the Vice President for Business Services and Administration

Patricia Putnam, BS, MSEL, Associate Vice President for
 Business Services and Administration
 Andre Mallie, BTS, Executive Director for Auxiliary
 Services
 Larry Barnett, BS, Assistant Vice President for Public Safety
 Roger G. Manion, Assistant Vice President for Capital
 Planning
 Kathryn Roig, BS, MSEL, CPA, Controller
 David M. Blake, PhD, SPHR, Chief Human Resources
 Officer, Human Resources
 Mark Norita, BS, MBA, Assistant Vice President, Facilities
 Management
 Wajma Shams Lyons, BA, MA, Director for University
 Scheduling
 Michael Catanzaro, BA, MS, Director for Sustainability

Office of the Vice President for Mission and Ministry

Reverend Monsignor Daniel J. Dillabough, STD, JCL, Vice
 President for Mission and Ministry
 Sister Virginia Rodee, RSCJ, BA, MA, MTS, Assistant Vice
 President for Mission and Ministry
 Michael Lovette-Colyer, MDiv, MBA, Assistant Vice
 President for University Ministry

Office of the Vice President for University Relations

Timothy L. O'Malley, PhD, Vice President, University
 Relations
 Sandra Ciallella, Associate Vice President, Development
 Coreen Petti, Associate Vice President, Marketing and
 Strategic Partnerships
 Pamela Gray Payton, Assistant Vice President, Public Affairs

Joan B. Kroc School of Peace Studies

Edward C. Luck, PhD, Dean
 Lee Ann Otto, PhD, Associate Dean
 Louis Cappella, Assistant Dean

School of Business Administration

David F. Pyke, PhD, Dean
 C. David Light, PhD, Associate Dean
 Manzur Rahman, PhD, JD, Associate Dean
 Carmen Barcena, EdD, Assistant Dean, Internal and
 Student Affairs
 Thomas M Dalton, PhD, CPA, Director, Undergraduate
 Programs
 Kathleen A. Kramer, PhD, Director, Department of
 Engineering
 David A. Bergheim, MBA, Director of Marketing
 Elizabeth G. Mueller, MBA, Director of Development

School of Law

Stephen C. Ferruolo, BA, MPhil, MA, PhD, JD, Dean and Professor of Law
 Karl T. Gruben, BA, MLS, JD, Associate Dean and Professor of Law, Library and Information
 Mary Jo Wiggins, BA, JD, Vice Dean and Professor of Law
 Teresa O'Rourke, BA, MDiv, Senior Assistant Dean, Administration
 Jorge Garcia, BA, MBA, Assistant Dean, Admissions and Financial Aid
 Cara Mitnick, BA, JD, Assistant Dean, Career Services
 Emily L. Scivoletto, BA, MA, JD, Assistant Dean, JD Student Affairs
 Margaret Dalton, BA, JD, Administrative Director, Legal Clinics
 Brian Daugherty, BA, MA, Director, Development and Alumni Relations
 Skip Horne, BSFS, MBA, Director, Graduate and Continuing Education
 Janet Madden, BA, MA, JD, Director, Academic Support Program
 Janet Courtney-Smith, BS, MS, Director, Budget and Administration
 Ashley Vitale, BJ, Director, Law School Communications
 Marjorie S. Zhou, BA, MA, Law School Registrar

School of Leadership and Education Sciences

Paula A. Cordeiro, EdD, Dean
 George E. Reed, PhD, Associate Dean
 Linda N. Dews, BA, Assistant Dean
 Rondi Stein, MBA, Manager, Budget and Operations
 Gary A. Neiger, BA, Director, Development and Alumni Relations
 Paula S. Krist, PhD, Assistant Dean, Assessment Support

Faculty Emeriti

Joan B. Anderson
 PROFESSOR EMERITA OF ECONOMICS
 BA, San Diego State University; MA, Stanford University; PhD, University of California, San Diego
 Fred R. Bahr
 PROFESSOR EMERITUS OF BUSINESS POLICY AND STRATEGIC ASSESSMENT
 BA, MA, DBA, George Washington University
 Raymond S. Brandes
 PROFESSOR EMERITUS OF HISTORY
 BA, PhD, University of Arizona
 Dennis Briscoe
 PROFESSOR EMERITUS OF MANAGEMENT
 BA, MBA, Washington State University; PhD, Michigan State University
 James M. Burns
 DEAN EMERITUS AND PROFESSOR EMERITUS OF BUSINESS
 BS, MS, San Diego State University; DBA, Harvard University
 David N. Burt
 PROFESSOR EMERITUS OF SUPPLY CHAIN MANAGEMENT
 BA, University of Colorado; MS, University of Michigan; PhD, Stanford University
 Robert R. Corbeil
 PROFESSOR EMERITUS OF COMPUTER SCIENCE
 BSEd, Gorham State Teachers College, University of Maine; MS, University of Maine; PhD, University of Toronto, Canada
 Edward F. DeRoche
 PROFESSOR EMERITUS AND DEAN EMERITUS OF EDUCATION
 BS, University of Maine; MEd, Eastern Connecticut State University; MA, PhD, University of Connecticut
 Ross E. Dingman
 PROFESSOR EMERITUS OF BIOLOGY
 BS, Long Beach State College; MS, PhD, University of Arizona
 Gerald N. Estberg
 PROFESSOR EMERITUS OF PHYSICS
 BA, Reed College; PhD, Cornell University
 E. Clare Friedman
 PROFESSOR EMERITA OF MATHEMATICS
 BA, St. Hugh's College, Oxford University; DPhil, Oxford University

Sister Sally Furay, RSCJ
 PROFESSOR EMERITA OF ENGLISH AND ADJUNCT
 PROFESSOR EMERITA OF LAW
 BA, Duchesne College; MA, San Francisco College for
 Women; PhD, Stanford University; JD, University of
 San Diego

Gregory M. Gazda
 PROFESSOR EMERITUS OF MARKETING
 BA, Occidental College; MBA, University of Michigan;
 PhD, Arizona State University

Lee Gerlach
 PROFESSOR EMERITUS OF ENGLISH
 BA, MA, University of Wisconsin; PhD, University of
 Michigan

Marjo A. Gray
 ASSOCIATE PROFESSOR EMERITA, COPLEY
 LIBRARY
 BS, Loyola University; MSLS, University of Illinois,
 Urbana-Champaign

Janet K. Harrison
 PROFESSOR EMERITA OF NURSING
 BSN, MSN, University of Maryland; EdD, University of
 Southern California

Marjorie Hart
 PROFESSOR EMERITA OF MUSIC
 BM, University of Iowa; MA, San Diego State College

Mary Ann Hautman
 PROFESSOR EMERITA OF NURSING
 BSN, College of Mt. St. Joseph; MSN, Wayne State
 University; PhD, University of Texas, Austin

Alice B. Hayes
 PRESIDENT EMERITA AND PROFESSOR EMERITA OF
 BIOLOGY
 BS, Mundelein College; MS, University of Illinois-
 Urbana; PhD, Northwestern University

Marian Holleman
 UNIVERSITY LIBRARIAN EMERITA
 BA, MA, MLS, University of Toronto, Canada

Author E. Hughes, Jr.
 PRESIDENT EMERITUS AND PROFESSOR EMERITUS
 OF ACCOUNTING
 BS, Eastern Illinois University; MA, University of
 Northern Colorado; PhD, University of Iowa

Patrick J. Hurley
 PROFESSOR EMERITUS OF PHILOSOPHY
 BS, Gonzaga University; PhD, St. Louis University; JD,
 University of San Diego

Philip O. Hwang
 PROFESSOR EMERITUS OF EDUCATION
 AB, Berchamans College, Philippines; MA, Ateneo
 de Manila University, Philippines; PhD, Marquette
 University

Robert L. Infantino
 PROFESSOR EMERITUS OF EDUCATION
 BS, MS, Canisius College; EdD, State University of New
 York, Buffalo

Henry Kolar
 PROFESSOR EMERITUS OF MUSIC
 BM, DePaul University; MM, Northwestern University;
 DMA, University of Colorado

Eugene M. Labovitz
 PROFESSOR EMERITUS OF SOCIOLOGY
 BA, California State University, Northridge; MA,
 University of California, Santa Barbara; PhD, University
 of California, Riverside

Helene Laperrousaz
 PROFESSOR EMERITA OF ITALIAN
 CAPES and DES in Italian Literature, University of
 Grenoble, France; PhD, University of California, San
 Diego

Phoebe J.B. Lee
 PROFESSOR EMERITA OF NURSING
 BS, Stanford University; MS, University of California,
 Los Angeles

John P. McDermott
 PROFESSOR EMERITUS OF CHEMISTRY
 BS, University of Portland; MS, PhD, University of
 Notre Dame

Reverend James W. McGray
 PROFESSOR EMERITUS OF PHILOSOPHY
 BA, University of San Diego; MA, PhD, University of
 California, San Diego

Sister Helen McHugh, RSCJ
 PROFESSOR EMERITA OF ENGLISH
 BA, San Francisco College for Women; MA, PhD,
 Stanford University

Jack R. Morrison
 PROFESSOR EMERITUS OF EDUCATION
 BS, MS, Pennsylvania State University; PhD,
 Northwestern University

Janet H. Murphy
 ASSOCIATE PROFESSOR EMERITA OF LIBRARY
 SCIENCE
 BA, University of Colorado; MSLS, University of Denver

Robert O'Neil
 PROFESSOR EMERITUS OF ECONOMICS
 BS, Fairfield University; MBA, New York University;
 PhD, Fordham University

Jack D. Opdycke
 PROFESSOR EMERITUS OF CHEMISTRY
 BA, PhD, University of California, Riverside

- Irene S. Palmer
DEAN EMERITA AND PROFESSOR EMERITA OF
NURSING
BS, New Jersey State Teachers College; MA, PhD, New
York University
- Irving W. Parker
PROFESSOR EMERITUS OF ENGLISH
AB, MA, San Diego State University
- Linda A. M. Perry
PROFESSOR EMERITA OF COMMUNICATION
STUDIES
BA, University of New Hampshire; MA, PhD,
Pennsylvania State University
- Donald B. Peterson
PROFESSOR EMERITUS OF CHEMISTRY
BS, Pennsylvania State University; MS, PhD, Carnegie
Institute of Technology
- The Reverend Monsignor John R. Portman
PROFESSOR EMERITUS OF THEOLOGY AND
RELIGIOUS STUDIES
BA, University of San Diego; STL, Pontifical Gregorian
University, Rome; STD, Pontifical University of St.
Thomas Aquinas, Rome
- Mary P. Quayhagen
PROFESSOR EMERITA OF NURSING
BS, Spalding College; MS, University of California, Los
Angeles; DNSc, University of California, San Francisco
- Louise M. Rauckhorst
PROFESSOR EMERITA OF NURSING
BSN, St. Joseph College; MSN, Catholic University of
America; EDD, Columbia University
- Reverend Norbert J. Rigali, S.J.
PROFESSOR EMERITUS OF THEOLOGY AND
RELIGIOUS STUDIES
AB, MA, Gonzaga University; STL, University of
Innsbruck, Austria; PhD, University of Munich,
Germany
- Jeanne B. Rigby
PROFESSOR EMERITA OF FRENCH
MA, University of Montreal, Canada; Doctor of Letters,
University of Sorbonne, Paris, France
- Janet A. Rodgers
DEAN EMERITA AND PROFESSOR EMERITA OF
NURSING
BS, Wagner College; MA, PhD, New York University
- Sister Alicia Sarre, RSCJ
PROFESSOR EMERITA OF SPANISH
BA, Barat College; MA, Marquette University; PhD,
Stanford University
- Mary Woods Scherr
PROFESSOR EMERITA OF LEADERSHIP STUDIES
BA, MA, San Diego State University; PhD, Claremont
Graduate School/San Diego State University
- Rev. Delwin Byron Schneider
PROFESSOR EMERITUS OF THEOLOGY AND
RELIGIOUS STUDIES
AB, Concordia College; BD, Concordia Seminary; MA,
Pepperdine University; PhD, Rikkyo University, Japan
- Steven E. Schoenherr
PROFESSOR EMERITUS OF HISTORY
BA, Indiana University; MA, PhD, University of
Delaware
- Sister Patricia Shaffer, RSCJ
PROFESSOR EMERITA OF CHEMISTRY
BA, San Francisco College for Women; MS, Stanford
University; PhD, University of California, San Diego
- Reverend William L. Shipley
PROFESSOR EMERITUS OF PHILOSOPHY
PhL, PhD, Angelicum University, Italy
- Michael P. Soroka
PROFESSOR EMERITUS OF SOCIOLOGY
BA, Villanova University; MA, PhD, Princeton
University
- Gerald Sperrazzo
PROFESSOR EMERITUS OF PSYCHOLOGY
BA, University of Idaho; MA, St. Louis University; PhD,
University of Ottawa, Canada
- John W. Swanke
PROFESSOR EMERITUS OF PHILOSOPHY
AA, St. Lawrence College; MA, St. Thomas College;
PhD, University of Ottawa, Canada
- Patricia S. Traylor
PROFESSOR EMERITA OF CHEMISTRY
BA, University of California, Berkeley; MS, University
of Wisconsin; PhD, Harvard University
- John Valois
PROFESSOR EMERITUS OF PSYCHOLOGY
Seminaire de Philosophie, Montreal, Canada, Diplome
en etudes speciales de philosophie; MA, PhD, Catholic
University of America
- Sister Elizabeth Walsh, RSCJ
PROFESSOR EMERITA OF ENGLISH
BA, MA, Manhattanville College; PhD, Harvard
University
- Therese Truitt Whitcomb
PROFESSOR EMERITA OF ART
BA, San Diego College for Women; MA, San Diego State
University
- Ray H. White
PROFESSOR EMERITUS OF PHYSICS AND
COMPUTER SCIENCE
BS, California Institute of Technology; PhD, University
of California, Berkeley

Faculty

- Martha Adkins (2011)
ASSISTANT PROFESSOR, COPLEY LIBRARY
BA, University of Texas, Austin; MA, Yale Divinity School; MLIS, University of North Texas
- Christopher Adler (1999)
ASSOCIATE PROFESSOR OF MUSIC
BS, Massachusetts Institute of Technology; MA, PhD, Duke University
- Viviana Alexandrowicz (1994)
ASSOCIATE PROFESSOR OF EDUCATION
BA, Universidad Catolica de Chile; MA, San Diego State University; PhD, Claremont Graduate School
- Andrew T. Allen (1984)
PROFESSOR OF ECONOMICS
BS, MS, PhD, University of Illinois at Urbana-Champaign
- Jerome J. Ammer (1984)
PROFESSOR OF EDUCATION
BA, Loyola University; MA, University of Illinois; MA, Northeastern Illinois University; PhD, Boston College
- Rae Anderson (2009)
ASSISTANT PROFESSOR OF PHYSICS
BS, Georgetown University; MS, PhD, University of California, San Diego
- María Pilar Aquino (1993)
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
ST, Theological Institute of Higher Studies, Mexico; STL, Pontifical Catholic University do Rio Grande do Sul, Brasil; STD, Pontifical Catholic University of Salamanca, Spain
- Harriet E. Baber (1982)
PROFESSOR OF PHILOSOPHY
BA, Lake Forest College; MA, PhD, Johns Hopkins University
- Susie Paulik Babka (2007)
ASSISTANT PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, Notre Dame University; MTS, Duke University; MA, PhD, University of Notre Dame
- Lisa Anne Morrison Baird (1988)
PROFESSOR OF BIOLOGY
AB, Smith College; MS, PhD, University of California, Davis
- Craig B. Barkacs (1991)
PROFESSOR OF BUSINESS LAW
BA, Kenyon College; MBA, JD, University of San Diego
- Linda Barkacs (2008)
ASSOCIATE PROFESSOR OF BUSINESS LAW
BA, San Diego State University; JD, University of San Diego
- Donna Barnes (1987)
ASSOCIATE PROFESSOR OF EDUCATION
BA, Duke University; MS, Oregon College of Education; PhD, University of Oregon
- Thomas Barton (2007)
ASSISTANT PROFESSOR OF HISTORY
BA, Princeton University; PhD, Yale University
- Kenneth Bates (2009)
ASSISTANT PROFESSOR OF MARKETING
BSBA, PhD, University of Arkansas, Fayetteville
- Adina Batnitzky (2011)
ASSISTANT PROFESSOR OF SOCIOLOGY
BA, Barnard College; MA, PhD, Brown University
- Carlton Bayes (Lieutenant, USN) (2012)
Assistant Professor of Naval Science
BA, MS, University of San Diego
- Dwight R. Bean (1973)
PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
BA, Harvey Mudd College; MA, PhD, University of California, San Diego
- Lauren Benz (2009)
ASSISTANT PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BS, University of Rhode Island; PhD, University of California, Santa Barbara
- Amy Besnoy (2002)
ASSOCIATE PROFESSOR, COPLEY LIBRARY
BA, Sonoma State University; MLS, Syracuse University; MA, University of San Diego
- Can Bilsel (2002)
ASSOCIATE PROFESSOR OF FINE ARTS
BArch, Middle East Technical University; SMArchS, Massachusetts Institute of Technology; PhD, Princeton University
- Terry H. Bird (2005)
ASSOCIATE PROFESSOR OF BIOLOGY
BSc, PhD, University of British Columbia
- Rachel Blaser (2008)
ASSISTANT PROFESSOR OF PSYCHOLOGY
BA, Reed College; MA, PhD, University of Hawaii at Manoa
- James P. Bolender (1996)
ASSOCIATE PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BA, Wittenberg University; PhD, University of Virginia
- Pavlo Bosyy (2009)
ASSISTANT PROFESSOR OF THEATRE ARTS
Diploma, Kirovohrad State Pedagogical Institute, Ukraine; MFA, Ohio University

- Michel A. Boudrias (1996)
ASSOCIATE PROFESSOR OF MARINE AND ENVIRONMENTAL STUDIES
BSc, McGill University; MSc, Oregon State University; PhD, University of California, San Diego
- Jonathan M. Bowman (2007)
ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES
BA, University of California, Davis; MA, PhD, Michigan State University
- Jericho Brown (2007)
ASSISTANT PROFESSOR OF ENGLISH
BA, Dillard University; MFA, University of New Orleans; PhD, University of Houston
- Sandy Buczynski (2002)
ASSOCIATE PROFESSOR OF EDUCATION
BA, University of Texas, Austin; MPH, University of Texas, Houston; PhD, University of Hawaii, Manoa
- Joseph Burkard (2008)
ASSOCIATE PROFESSOR OF NURSING
BSN, George Mason University; MS, George Washington University; DNSc, University of Tennessee
- Hugh Burkhardt (2008)
ASSISTANT PROFESSOR , COPLEY LIBRARY
BA, MA, University of Windsor; MLS, University of Western Ontario
- Michelle Madsen Camacho (2002)
ASSOCIATE PROFESSOR OF SOCIOLOGY
BA, Loyola Marymount University; MA, PhD, University of California, Irvine
- Julia Miller Cantzler (2011)
ASSISTANT PROFESSOR OF SOCIOLOGY
BA, MA, University of Colorado; PhD, Ohio State University
- Ami Carpenter (2008)
ASSISTANT PROFESSOR OF PEACE STUDIES
BA, MA, New Mexico State University; PhD, George Mason University
- Cynthia Caywood (1984)
PROFESSOR OF ENGLISH
BA, University of Kansas; MA, University of Exeter, England; PhD, Duke University
- Tara Ceranic (2008)
ASSISTANT PROFESSOR OF BUSINESS ETHICS
BA, University of Pittsburgh; MA, University of Limerick, Ireland; PhD, University of Washington
- Ray Chambers (2009)
ASSOCIATE PROFESSOR OF DRAMATIC ARTS
BS, Ball State University
- Sarina Chugani Molina (2011)
ASSISTANT PROFESSOR OF EDUCATION
BA, MA, University of Hawaii at Manoa; EdD, University of San Diego
- Bradley Chase (1999)
ASSOCIATE PROFESSOR OF INDUSTRIAL & SYSTEMS ENGINEERING
BA, MS, PhD, University of Louisville; MPH, San Diego State University
- Jason Chen (2011)
ASSISTANT PROFESSOR OF ACCOUNTANCY
BS, Brigham Young University-Hawaii; MS, University of Nevada Las Vegas
- Leeva C. Chung (1998)
ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES
BA, San Francisco State University; MA, California State University, Fullerton; PhD, University of Oklahoma
- Brian R. Clack (2007)
ASSOCIATE PROFESSOR OF PHILOSOPHY
BA, King's College, London; MSc, University College, London; PhD, King's College, London
- Timothy Clark (2011)
ASSISTANT PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BA, University of San Diego; PhD, University of California, Irvine
- Dennis M. Clausen (1972)
PROFESSOR OF ENGLISH
BA, MA, University of Minnesota; PhD, University of California, Riverside
- William Cody (Commander, USN) (1990)
ASSISTANT PROFESSOR OF NAVAL SCIENCE
BA, University of Texas; MBA, University of the Incarnate Word
- Stephen J. Conroy (2004)
PROFESSOR OF ECONOMICS
BA, Creighton University; MA, PhD, University of Southern California
- Paula A. Cordeiro (1998)
PROFESSOR OF LEADERSHIP STUDIES
BA, Bridgewater State College; MEd, Rhode Island College; EdD, University of Houston
- Alana K. Cordy-Collins (1980)
PROFESSOR OF ANTHROPOLOGY
BA, MA, PhD, University of California, Los Angeles
- Simon Croom (2005)
PROFESSOR OF SUPPLY CHAIN MANAGEMENT
BA, Lanchester Polytechnic; MS, PhD, University of Warwick
- Jack S. Crumley II (1992)
PROFESSOR OF PHILOSOPHY
BA, California State University, Sacramento; MA, PhD, Tulane University

Evelyn Diaz Cruz (2005)

ASSOCIATE PROFESSOR OF THEATRE ARTS
BA, San Diego State University; MFA, University of California, Los Angeles

Christopher J.A. Daley (2007)

ASSOCIATE PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BSc, McGill University; PhD, University of Alberta

Thomas M Dalton (1992)

PROFESSOR OF ACCOUNTANCY
BS, MS, San Diego State University; PhD, University of Houston

Jason Datinguino (Lieutenant, USN) (2006)

ASSISTANT PROFESSOR OF NAVAL SCIENCE
BA, University of North Florida

Bahar Davary (2005)

ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, MA, University of Tehran; PhD, Catholic University of America

David O. De Haan (2001)

PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BS, Calvin College; PhD, University of Colorado, Boulder

Esteban del Rio (2006)

ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES
BA, MEd, University of San Diego; PhD, University of Massachusetts Amherst

Shreesh D. Deshpande (1988)

ASSOCIATE PROFESSOR OF FINANCE
BE (Mech), Birla Institute of Technology and Science, Pilani, India; MBA, Clarkson University, New York; PhD, Pennsylvania State University, University Park

Delavan Dickson (1987)

PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
BA, Humboldt State University; MA, University of Southern California; JD, University of California, Los Angeles; PhD, University of Southern California

Loredana DiMartino (2010)

ASSISTANT PROFESSOR OF LANGUAGES AND LITERATURES
MA, University of Aberdeen, Scotland; MA, University of Washington; SESA, Istituto Universitario Orientale, Naples, Italy; PhD, University of Washington

Denise Dimon (1983)

PROFESSOR OF ECONOMICS
BA, University of Colorado; MS, PhD, University of Illinois at Urbana-Champaign

Mary Doak (2007)

ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, Loyola University of Chicago; MA, PhD, The Divinity School, University of Chicago

Casey Dominguez (2005)

ASSOCIATE PROFESSOR OF POLITICAL SCIENCE
BA, MA, PhD, University of California, Berkeley

Robert Donmoyer (2000)

PROFESSOR OF LEADERSHIP STUDIES
BA, Susquehanna University; MS, City College of New York; MA, PhD, Stanford University

Anne Donnellan (2002)

PROFESSOR OF EDUCATION
BA, Queens College, The City University of New York; MA, San Diego State University; PhD, University of California, Santa Barbara

John Donnelly (1976)

PROFESSOR OF PHILOSOPHY
BA, College of the Holy Cross; MA, Boston College; MA, PhD, Brown University

Kokila P. Doshi (1988)

PROFESSOR OF ECONOMICS
BA, MA, University of Bombay, India; MA, PhD, University of Rochester, New York

Halina Duraj (2010)

ASSISTANT PROFESSOR OF ENGLISH
BS, MA, University of California, Davis; PhD, University of Utah

Robert N. Dutnall (2007)

ASSISTANT PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BSc, University of Aberdeen; PhD, University of Cambridge

Tammy J. Dwyer (1994)

PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BS, California Polytechnic State University, San Luis Obispo; MS, PhD, University of California, San Diego

Emily Edmonds-Poli (2001)

ASSOCIATE PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
BA, Middlebury College; MA, University of Texas, Austin; PhD, University of California, San Diego

Todd Edwards (1998)

PROFESSOR OF MARITAL AND FAMILY THERAPY
BA, Arizona State University; MA, University of Arizona; PhD, Virginia Polytechnic Institute and State University

Kimberly A. Eherenman (1990)

PROFESSOR OF SPANISH
BA, MA, University of Nevada; PhD, University of California, Irvine

- Kristine Ehrich (2008)
ASSISTANT PROFESSOR OF MARKETING
BA, Concordia College; MBA, Colorado State University; PhD, University of Texas at Austin
- Hugh I. Ellis (1980)
PROFESSOR OF BIOLOGY
BA, University of California, Berkeley; MS, California State University, Northridge; PhD, University of Florida
- Seth R. Ellis (1989)
ASSOCIATE PROFESSOR OF MARKETING
BS, MBA, Idaho State University; PhD, University of Arizona
- Iris H. W. Engstrand (1968)
PROFESSOR OF HISTORY
AB, MA, PhD, University of Southern California
- Michael J. Epstein (2001)
ASSOCIATE PROFESSOR, COPLEY LIBRARY
BA, Fordham University; MA, State University of New York, Buffalo; MLS, Rutgers University
- Orlando O. Espín (1991)
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, MDiv, MT, St. Vincent de Paul Regional Seminary; ThD, Pontifical Catholic University of Rio de Janeiro, Brazil
- Ana Estrada (2002)
ASSOCIATE PROFESSOR OF MARITAL AND FAMILY THERAPY
BA, University of the Pacific; MS, PhD, University of Utah
- CPT Kevin Filer
ASSISTANT PROFESSOR OF MILITARY SCIENCE
Bs, West Point
- Colin Fisher (2002)
ASSOCIATE PROFESSOR OF HISTORY
BA, Lawrence University; MA, PhD, University of California, Irvine
- Carlton D. Floyd (2002)
ASSOCIATE PROFESSOR OF ENGLISH
BA, Amherst College; MA, University of Idaho; PhD, University of California, San Diego
- Jane E. Friedman (1991)
PROFESSOR OF MATHEMATICS
BA, Swarthmore College; PhD, Temple University
- Erik Drew Fritsvold (2007)
ASSISTANT PROFESSOR OF SOCIOLOGY
BA, University of San Diego; MA, PhD, University of California, Irvine
- Li Fu (2011)
ASSISTANT PROFESSOR, COPLEY LIBRARY
MLIS, Dominican University
- May Fu (2009)
ASSISTANT PROFESSOR OF ETHNIC STUDIES
BA, University of California, Los Angeles; MA, University of Minnesota; MA, PhD, University of California, San Diego
- Russell Fuller (1992)
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, State University of New York at Albany; MA, Columbia University; PhD, Harvard University
- Fred Galloway (1999)
PROFESSOR OF LEADERSHIP STUDIES
BA, MA, University of California, San Diego; EdD, Harvard Graduate School of Education
- Veronica V. Galvan (2007)
ASSISTANT PROFESSOR OF PSYCHOLOGY
BA, University of Texas, Austin; PhD, University of California, Irvine
- Steven A. Gelb (1989)
PROFESSOR OF EDUCATION AND LEADERSHIP STUDIES
BA, University of Wisconsin; MEd, Erikson Institute of Loyola University, Chicago; PhD, University of Washington
- Cheryl Getz (2003)
ASSOCIATE PROFESSOR OF LEADERSHIP STUDIES
BS, University of Cincinnati; MA, Central Michigan University; EdD, University of San Diego
- Florence Morgan Gillman (1986)
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, MA, Catholic University of America; MA, STB, STL, PhD, STD, Catholic University of Louvain, Belgium
- Alan Gin (1988)
ASSOCIATE PROFESSOR OF ECONOMICS
BS, California Polytechnic State University, San Luis Obispo; MA, PhD, University of California, Santa Barbara
- Jan Gist (2011)
PROFESSOR OF DRAMATIC ARTS
BFA, Carnegie Mellon University; MFA, Wayne State University
- John H. Glick (1993)
PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
BS, University of Kansas; MS, Northwestern University; MS, PhD, University of Minnesota
- Nadav Goldschmied (2011)
ASSISTANT PROFESSOR OF PSYCHOLOGY
BA, Bar-Ilan University; MS, Canisius College; MA, PhD, University of South Florida

- Michael Gonzalez (1995)
ASSOCIATE PROFESSOR OF HISTORY
BA, Yale University; MA, PhD, University of California, Berkeley
- Richard J. Gonzalez (1992)
PROFESSOR OF BIOLOGY
BS, University of Kansas; PhD, Pennsylvania State University
- Jennifer M. Gorsky (2004)
ASSOCIATE PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
BS, MS, University of California, Irvine; PhD, Notre Dame
- Sarah C. Gray (1992)
ASSOCIATE PROFESSOR OF MARINE AND ENVIRONMENTAL STUDIES
BA, University of Colorado; PhD, University of California, Santa Cruz
- Michelle Gilmore Grier (1993)
PROFESSOR OF PHILOSOPHY
BA, MA, CPhil, PhD, University of California, San Diego
- Aaron Gross (2009)
ASSISTANT PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, Grinnell College; MTS, Harvard Divinity School; CPhil, PhD, University of California, Santa Barbara
- Kevin Guerrieri (2002)
ASSOCIATE PROFESSOR OF SPANISH
BA, Western State College of Colorado; MA, University of Colorado at Boulder; PhD, University of California, Riverside
- James O. Gump (1981)
PROFESSOR OF HISTORY
BA, University of Nebraska; MA, University of Auckland, New Zealand; PhD, University of Nebraska
- John Halaka (1991)
PROFESSOR OF ART
BA, City University of New York; MFA, University of Houston
- Jerome Lynn Hall (2002)
ASSOCIATE PROFESSOR OF ANTHROPOLOGY
BS, Abilene Christian University; MS, Nova Southeastern University; PhD, Texas A&M University
- C. Bobbi Hansen (1993)
ASSOCIATE PROFESSOR OF EDUCATION
BS, Valparaiso University; MS, University of Wisconsin; EdD, University of Southern California
- John D. Hanson (2005)
ASSOCIATE PROFESSOR OF SUPPLY CHAIN MANAGEMENT
BA, University of Toronto; MBA, PhD, Michigan State University
- David Harnish (2011)
PROFESSOR OF MUSIC
BA, University of the Pacific; MA, University of Hawaii; PhD, University of California, Los Angeles
- William R. Headley (2007)
PROFESSOR OF PEACE STUDIES
BA, BD, St. Mary's Seminary; MEd University of South Carolina; MA, Atlanta University; PhD, New York University
- Brigitte L. Heimers (1971)
PROFESSOR OF GERMAN
AB, MA, San Diego State University; PhD, University of California, Riverside
- Donald L. Helmich (1975)
PROFESSOR OF MANAGEMENT SCIENCE
BBA, University of Hawaii; MBA, PhD, University of Oregon
- Thomas R. Herrinton (1987)
ASSOCIATE PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BA, University of California, Irvine; PhD, University of Illinois at Urbana-Champaign
- Lawrence M. Hinman (1975)
PROFESSOR OF PHILOSOPHY
BS, MA, PhD, Loyola University, Chicago
- Diane Hoffoss (2001)
ASSOCIATE PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
BS, Virginia Tech; MA, PhD, University of California, Santa Barbara
- Valerie S. Hohman (1999)
ASSOCIATE PROFESSOR OF BIOLOGY
BS, University of California, Irvine; PhD, University of Arizona
- Judith A. Hora (1998)
ASSOCIATE PROFESSOR OF ACCOUNTANCY
BA, University of California, Los Angeles; MS, Texas Tech University; PhD, Virginia Commonwealth University
- Sister Mary Hotz, RSCJ (1996)
ASSOCIATE PROFESSOR OF ENGLISH
BA, College of St. Catherine; MA, PhD, The University of Chicago
- Ming Z. Huang (2005)
PROFESSOR OF MECHANICAL ENGINEERING
BS, National Taiwan University; MS, University of Rhode Island; PhD, Ohio State University
- Lea Hubbard (2003)
PROFESSOR OF EDUCATION AND LEADERSHIP STUDIES
BA, MA, PhD, University of California, San Diego

- Johanna Stegert Hunsaker (1981)
PROFESSOR OF ORGANIZATIONAL BEHAVIOR AND
MANAGEMENT
BS, University of Wisconsin, Madison; MS, PhD,
University of Wisconsin, Milwaukee
- Phillip L. Hunsaker (1977)
PROFESSOR OF MANAGEMENT
BS, MS, San Diego State University; MBA, DBA,
University of Southern California
- Carole L. Huston (1989)
PROFESSOR OF COMMUNICATION STUDIES
BA, California State University, Northridge; MA,
California State University, Fresno; PhD, University of
Washington
- Michael A. Ichiyama (1995)
ASSOCIATE PROFESSOR OF PSYCHOLOGY
BA, California State University, Fresno; MA, PhD,
University of Cincinnati
- Rebecca Ingram (2009)
ASSISTANT PROFESSOR OF SPANISH
BA, Emory University; PhD, Duke University
- Noriyuki Inoue (2003)
ASSOCIATE PROFESSOR OF EDUCATION
BS, Osaka University; MEd, Harvard University; MA,
PhD, Columbia University
- Peter M. Iovine (2002)
ASSOCIATE PROFESSOR OF CHEMISTRY AND
BIOCHEMISTRY
BS, Villanova University; PhD, University of
Pennsylvania
- Aarti Ivanic (2010)
ASSISTANT PROFESSOR OF MARKETING
BS, MS, Purdue University; PhD, University of Southern
California
- Michelle Jacob (2007)
ASSOCIATE PROFESSOR OF ETHNIC STUDIES
BA, MA, California State University, San Marcos; PhD,
University of California, Santa Barbara
- Frank G. Jacobitz (2003)
PROFESSOR OF MECHANICAL ENGINEERING
Diplom, Georg-August Universität, Göttingen,
Germany; MS, PhD, University of California, San Diego
- Joseph Jeon (2001)
ASSOCIATE PROFESSOR OF ENGLISH
BA, Johns Hopkins University; PhD, University of
California, Berkeley
- Eric P. Jiang (1998)
PROFESSOR OF MATHEMATICS AND COMPUTER
SCIENCE
BS, Shanghai Chiao-Tong University; MA, MS,
University of Georgia; PhD, University of Tennessee
- Robert R. Johnson (1978)
PROFESSOR OF ECONOMICS
BA, Moorhead State College; MA, PhD, University of
Oregon
- Ronn Johnson (1992)
ASSOCIATE PROFESSOR OF COUNSELING
BA, Biola University; MEd, University of Central
Oklahoma; PhD, Oklahoma State University
- Gary E. Jones (1981)
PROFESSOR OF PHILOSOPHY
BA, University of California, Berkeley; MA, PhD,
University of California, Santa Barbara; JD, University
of San Diego
- Rangapriya Kannan-Narasimhan (2011)
ASSISTANT PROFESSOR OF MANAGEMENT
B.Comm, University of Bombay; MA, Tata Institute of
Social Sciences, Mumbai; MS, San Jose State University;
PhD, University of California, Los Angeles
- Ronald S. Kaufmann (1997)
ASSOCIATE PROFESSOR OF MARINE AND
ENVIRONMENTAL STUDIES
BS, University of Minnesota; PhD, University of
California, San Diego
- Timothy P. Kelley (1983)
PROFESSOR OF ACCOUNTING
BS, Loyola Marymount University; MBA, California
State University, Long Beach; PhD, University of
Houston
- Ernest M. Kim (1990)
ASSOCIATE PROFESSOR OF ELECTRICAL
ENGINEERING
BS, University of Hawaii; MS, PhD, New Mexico State
University
- Evelyn Kirkley (1995)
ASSOCIATE PROFESSOR OF THEOLOGY AND
RELIGIOUS STUDIES
AB, College of William and Mary; MDiv, Union
Theological Seminary; PhD, Duke University
- Steven Kling (Lieutenant, USN) (2005)
ASSISTANT PROFESSOR OF NAVAL SCIENCE
BS, Carnegie Mellon University
- Maria Kniazeva (2003)
ASSOCIATE PROFESSOR OF MARKETING
BA, MA, Leningrad State University, Russia; MBA, PhD,
University of California, Irvine
- Anne M. Koenig (2007)
ASSISTANT PROFESSOR OF PSYCHOLOGY
BS Iowa State University; MS, PhD, Northwestern
University

- James G. Kohl (2004)
ASSOCIATE PROFESSOR OF MECHANICAL
ENGINEERING
BSME, Western New England College; MSME,
University of Massachusetts Amherst; PhD, Rensselaer
Polytechnic Institute
- Louis Komjathy (2009)
ASSISTANT PROFESSOR OF THEOLOGY AND
RELIGIOUS STUDIES
BA, University of California, San Diego; PhD, Boston
University
- Simon G. M. Koo (2006)
ASSISTANT PROFESSOR OF MATHEMATICS AND
COMPUTER SCIENCE
BEng, The Chinese University of Hong Kong; MSEE,
Polytechnic University; MS, Columbia University; PhD,
Purdue University
- Patricia Kowalski (1989)
ASSOCIATE PROFESSOR OF PSYCHOLOGY
BA, San Diego State University; MA, California State
University, Fullerton; PhD, University of Denver
- Kathleen A. Kramer (1991)
PROFESSOR OF ELECTRICAL ENGINEERING
BS, Loyola Marymount University; MS, PhD, California
Institute of Technology
- Dennis W. Krouse (1974)
PROFESSOR OF THEOLOGY AND RELIGIOUS
STUDIES
MA, University of Notre Dame; STL, STD, Pontifical
Liturgical Institute, Athenaeum of St. Anselm, Italy
- Jeremy S. Kua (2004)
ASSOCIATE PROFESSOR OF CHEMISTRY AND
BIOCHEMISTRY
BS, Reed College; PhD, California Institute of
Technology
- Marc Lampe (1989)
PROFESSOR OF BUSINESS LAW AND SOCIAL
RESPONSIBILITY
BA, University of Wisconsin, Madison; MBA, San
Francisco State University; JD, University of San
Francisco
- Stacy Langton (1978)
PROFESSOR OF MATHEMATICS AND COMPUTER
SCIENCE
BS, California Institute of Technology; AM, PhD,
Harvard University
- Heather Lattimer (2006)
ASSOCIATE PROFESSOR OF EDUCATION
AB, Harvard University; MA, Stanford University; EdD,
University of California, San Diego
- Virginia L. Lewis (1980)
PROFESSOR OF POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS
BA, American College of Switzerland; MA, PhD,
University of California, Santa Barbara
- Lu-peji Liao (1983)
PROFESSOR OF MATHEMATICS AND COMPUTER
SCIENCE
BS, Tsing-Hua University, Taiwan; PhD, Washington
University
- C. David Light (1981)
PROFESSOR OF MARKETING
BS, Arkansas State University; MBA, PhD, University of
North Texas
- Yen-Ting Lin (2011)
ASSISTANT PROFESSOR OF OPERATIONS
MANAGEMENT
BSc, National Chiao Tung University, Taiwan; MSc,
Stanford University; PhD, University of North Carolina
- Judith Liu (1984)
PROFESSOR OF SOCIOLOGY
BA, University of California, San Diego; MA, San Diego
State University; PhD, University of California, San
Diego
- Xin Liu (2011)
ASSISTANT PROFESSOR OF ACCOUNTANCY
BS, MS, Sichuan University, China; PhD, Washington
State University
- Curtis M. Loer (1997)
PROFESSOR OF BIOLOGY
Fletcher Jones Chair of Biology
BS, Stanford University; PhD, University of California,
San Diego
- Daniel Lopez-Perez (2009)
ASSISTANT PROFESSOR OF ART
AA Diploma, Architectural Association, London; MS,
Columbia University; PhD, Princeton University
- Susan M. Lord (1997)
PROFESSOR OF ELECTRICAL ENGINEERING
BS, Cornell University; MS, PhD, Stanford University
- Barbara A. Lougee (2007)
ASSISTANT PROFESSOR OF ACCOUNTING
BA, Colgate University; MBA, MS, PhD, Cornell
University
- Mary Sue Lowery (1990)
PROFESSOR OF BIOLOGY
BS, Mississippi State University; PhD, University of
California, San Diego

- Mikaya L. D. Lumori (2000)
PROFESSOR OF ELECTRICAL ENGINEERING
BS, MS, The University of Manchester Institute of
Science and Technology; PhD, University of Arizona
- Mary E. Lyons (2003)
PROFESSOR OF THEOLOGY AND RELIGIOUS
STUDIES
BA, Sonoma State University; MA, San Jose State
University; PhD, University of California, Berkeley
- Alyson C. Ma (2004)
ASSOCIATE PROFESSOR OF ECONOMICS
BA, Boston University; MS, Oregon State University;
PhD, University of California, Davis
- Michèle Magnin (1990)
PROFESSOR OF FRENCH
Trilingual translator's diploma, Interpreter's School,
Geneva, Switzerland; MA, PhD, University of
California, San Diego
- Diane Maher (1994)
ASSOCIATE PROFESSOR, COPLEY LIBRARY
BA, MA, San Diego State University; MLS, University of
California, Los Angeles
- Mitchell R. Malachowski (1984)
PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BS, Rhode Island College; PhD, University of North
Carolina, Chapel Hill
- David Malicky (2005)
ASSOCIATE PROFESSOR OF MECHANICAL
ENGINEERING
BS, Cornell University; MS, University of Kansas; PhD,
University of Michigan
- Gerard Mannion (2010)
PROFESSOR OF THEOLOGY AND RELIGIOUS
STUDIES
BA, King's College, Cambridge University; MSt, DPhil,
Oxford University
- Loren L. Margheim (1984)
PROFESSOR OF ACCOUNTANCY
BS, MAcc, University of Denver; PhD, Arizona State
University
- Patricia Marquez (2009)
ASSOCIATE PROFESSOR OF MANAGEMENT
BA, Bowdoin College; MA, PhD, University of
California, Berkeley
- Ian Martin (2009)
ASSISTANT PROFESSOR OF COUNSELING
BA, Loyola Marymount University; MEd, Lewis and
Clark College; EdD, University of Massachusetts,
Amherst
- Juliana Maxim (2006)
ASSISTANT PROFESSOR OF ART
BA, BArch, MA, Laval University; PhD, Massachusetts
Institute of Technology
- Michael S. Mayer (1994)
PROFESSOR OF BIOLOGY
BA, MA, Humboldt State University; PhD, Washington
State University
- Kristen M. McCabe (2000)
ASSOCIATE PROFESSOR OF PSYCHOLOGY
BA, University of Michigan; MA, PhD, Wayne State
University
- Molly A. McClain (1995)
PROFESSOR OF HISTORY
BA, The University of Chicago; MA, PhD, Yale
University
- Duncan McCosker (1984)
PROFESSOR OF ART
BA, Occidental College; MA, University of Southern
California; MFA, California Institute of the Arts
- Mary McDonald (2008)
ASSISTANT PROFESSOR OF LEADERSHIP STUDIES
BS, Eastern Michigan University; MS, Western
Michigan University; PhD, Michigan State University
- Christopher McDougal (2009)
ASSISTANT PROFESSOR OF PEACE STUDIES
BA, Swarthmore College; MS, University of New
Mexico; PhD, Massachusetts Institute of Technology
- Matthew T. McGarry
ASSOCIATE PROFESSOR OF MECHANICAL
ENGINEERING
BS, Georgia Institute of Technology; MS, University of
Delaware; PhD, University of Vermont
- Joseph McGowan (1993)
ASSOCIATE PROFESSOR OF ENGLISH
BA, Villanova University; PhD, University of
Pennsylvania
- Lynn C. McGrath (2002)
ASSOCIATE PROFESSOR OF MATHEMATICS AND
COMPUTER SCIENCE
BS, State University of New York, Stony Brook; MS,
PhD, University of Rhode Island
- Ryan McKeon (2009)
ASSISTANT PROFESSOR OF FINANCE
BCommerce; Honors, Finance, University of Natal,
Durban, S. Africa; PhD, University of Georgia
- Julia Medina (2010)
ASSISTANT PROFESSOR OF LANGUAGES AND
LITERATURES
BA, PhD, University of California, Davis
- Alejandro Meter (2001)
ASSOCIATE PROFESSOR OF SPANISH
BA, California State University, Northridge; MA,
University of Nebraska, Lincoln; PhD, University of
Pittsburgh

Norman Miller (2011)

PROFESSOR OF REAL ESTATE
BS, MA, PhD, Ohio State University

Jesse Mills (2006)

ASSISTANT PROFESSOR OF ETHNIC STUDIES
BA, Sonoma State University; MA, University of California, Los Angeles; MA, PhD University of California, San Diego

Stephen A. Mills (2006)

ASSISTANT PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BS, University of Illinois at Urbana-Champaign; PhD, University of California, Berkeley

Adriana Molitor-Siegl (2001)

ASSOCIATE PROFESSOR OF PSYCHOLOGY
BA, University of California, Riverside; MA, PhD, Duke University

Theresa Monroe, RSCJ (2001)

ASSOCIATE PROFESSOR OF LEADERSHIP STUDIES
BA, University of Arizona; MDiv, ThM, Western Jesuit School of Theology; MPA, Harvard University; JCL, Catholic University of America; EdD, Harvard University

Kristin C. Moran (1999)

ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES
BA, University of San Diego; MA, PhD, University of Washington

Daniel D. Moriarty, Jr. (1973)

PROFESSOR OF PSYCHOLOGY
BA, Louisiana State University, New Orleans; MS, PhD, Tulane University

Thomas O. Morris (1988)

PROFESSOR OF INTERNATIONAL BUSINESS
BSIE, University of Minnesota; BS, University of Colorado; MBA, PhD, University of Denver

Geoffrey Morse (2008)

ASSISTANT PROFESSOR OF BIOLOGY
BA, Carleton College; PhD, Harvard University

Michael S. Morse (1990)

PROFESSOR OF ELECTRICAL ENGINEERING
BS, MS, Tulane University; PhD, Clemson University; JD, University of San Diego

Perla Myers (2001)

ASSOCIATE PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
BS, University of Houston; MA, PhD, University of California, San Diego

Vidya Nadkarni (1990)

PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
BA, St. Xavier's College, University of Bombay, India; MA, Jawaharlal Nehru University, India; PhD, University of British Columbia, Canada

Andrew J. Narwold (1990)

PROFESSOR OF ECONOMICS
BA, University of Virginia, Charlottesville; MBA, Virginia Commonwealth University, Richmond; PhD, University of California, Santa Barbara

Erika Nash (2009)

ASSISTANT PROFESSOR OF COUNSELING
BS, Bradley University; MEd, University of Hawaii; PhD, University of Missouri, St. Louis

Michael Nelson (Major, USMC) (2000)

ASSISTANT PROFESSOR OF NAVAL SCIENCE
BBA, University of Oklahoma

Lance E. Nelson (1993)

PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, State University of New York, Albany; MA, University of San Diego; PhD, McMaster University

Truc T. Ngo (2009)

ASSISTANT PROFESSOR OF INDUSTRIAL & SYSTEMS ENGINEERING
BS, PhD, Georgia Institute of Technology

Noelle Norton (1994)

PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
BA, University of California, Los Angeles; MS, PhD, University of California, Santa Barbara

Lisa Nunn (2009)

ASSISTANT PROFESSOR OF SOCIOLOGY
BA, Whittier College; MA, PhD, University of California, San Diego

Clara Oberle (2008)

ASSISTANT PROFESSOR OF HISTORY
BA, Wellesley College; MA, PhD, Princeton University

Rick T. Olson (1996)

ASSOCIATE PROFESSOR OF INDUSTRIAL & SYSTEMS ENGINEERING
BS, MS, PhD, University of Illinois at Urbana-Champaign

Angelo R. Orona (1973)

ASSOCIATE PROFESSOR OF ANTHROPOLOGY
BA, University of California, Santa Barbara; MA, PhD, University of California, Los Angeles

Alma C. Ortega (2003)

ASSISTANT PROFESSOR, COPLEY LIBRARY
BA, University of California, Berkeley; MLIS, MA, University of California, Los Angeles

- Bethany O'Shea (2010)
ASSISTANT PROFESSOR OF MARINE AND ENVIRONMENTAL STUDIES
BS, PhD, University of New South Wales
- Saba M. Oskoui (1989)
ASSOCIATE PROFESSOR OF ART
BFA, MFA, University of Oregon
- Lee Ann Otto (1984)
PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
BA, Lawrence University; MA, Northern Illinois University; PhD, University of British Columbia, Canada
- Roger C. Pace (1987)
PROFESSOR OF COMMUNICATION STUDIES
BA, MA, Brigham Young University; PhD, Pennsylvania State University
- Reverend Ronald A. Pachence (1981)
PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, Immaculate Conception Seminary College; MA, PhD, Catholic University of America
- Cameron Parker (2003)
ASSOCIATE PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
BS, University of Redlands; MA, PhD, University of California, San Diego
- Maria Pascuzzi (2000)
ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, St. Joseph's College (NY); STB, Pontifical University of St. Thomas, Italy; MA, Providence College; SSL, Pontifical Biblical Institute, Italy; STD, Gregorian University, Italy
- Marjorie Patrick (2003)
ASSOCIATE PROFESSOR OF BIOLOGY
BSc, MSc, McMaster University; PhD, University of California, Irvine
- Jessica Patterson (2010)
ASSISTANT PROFESSOR OF ART
BA, Reed College; MA, PhD, University of California, Berkeley
- Jo Ellen Patterson (1988)
PROFESSOR OF MARITAL AND FAMILY THERAPY
BS, Baylor University; MEd, Wake Forest University; PhD, University of North Carolina, Greensboro
- Diane D. Pattison (1986)
PROFESSOR OF ACCOUNTANCY
BS, University of Oregon; MBA, California State University, Hayward; PhD, University of Washington
- Cynthia Pavett (1978)
PROFESSOR OF MANAGEMENT
BA, University of Dayton; MBA, University of Utah and Loyola University of Chicago; PhD, University of Utah
- Rodney G. Pepper (1986)
PROFESSOR OF PHILOSOPHY
BA, Iowa State University; MA, PhD, University of Arizona
- Gail Perez (1992)
ASSOCIATE PROFESSOR OF ENGLISH
BA, University of San Diego; MA, University of Michigan; PhD, Stanford University
- Johan Perols (2008)
ASSISTANT PROFESSOR OF ACCOUNTING
BS, Colorado Christian University; MBA, University of Colorado at Denver; PhD, University of South Florida
- James T. Perry (1987)
PROFESSOR OF INFORMATION SYSTEMS
BS, Purdue University; PhD, Pennsylvania State University
- Leonard A. Perry (2000)
ASSOCIATE PROFESSOR OF INDUSTRIAL & SYSTEMS ENGINEERING
BS, Ohio University; MS, Clemson University; PhD, Arizona State University
- Amanda Petersen (2008)
ASSISTANT PROFESSOR OF SPANISH
BA, MA, Wichita State University; PhD, University of Colorado at Boulder
- Linda Peterson (1985)
PROFESSOR OF PHILOSOPHY
BA, Portland State University; PhD, University of California, Irvine
- Marianne R. Pfau (1990)
PROFESSOR OF MUSIC
SMP, Diplom, Musikhochschule, Hamburg, Germany; LGSM, Music Therapy, Guildhall School of Music and Drama; MM, Southern Illinois University; MA, PhD, State University of New York, Stony Brook
- Michael R. Pfau (1989)
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
Vordiplom, Universitat Hamburg, Germany; MA, Southern Illinois University; MA, PhD, State University of New York, Stony Brook
- Jillian Phillips (2009)
ASSISTANT PROFESSOR OF ACCOUNTING
BS, MS, PhD, University of Central Florida
- Atreyee Phukan (2006)
ASSISTANT PROFESSOR OF ENGLISH
BA, MA, Delhi University; MA, Carnegie Mellon University; MA, PhD, Rutgers University

- Mario J. Picconi (1978)
PROFESSOR OF FINANCE
BS, Iona College; MBA, The University of Chicago; PhD,
Rutgers University
- Eric C. Pierson (1999)
ASSOCIATE PROFESSOR OF COMMUNICATION
STUDIES
BFA, PhD, University of Illinois at Urbana-Champaign
- Ann L. Pirruccello (1992)
PROFESSOR OF PHILOSOPHY
BA, California State University, Los Angeles; MA, PhD,
Purdue University
- Patricia A. Plovovich (1990)
ASSISTANT PROFESSOR OF THEOLOGY AND
RELIGIOUS STUDIES
BA, Rosary Hill College; MA, PhD, Fordham University
- Jack Wilson Pope (1972)
PROFESSOR OF MATHEMATICS AND COMPUTER
SCIENCE
BA, College of Holy Cross; MS, PhD, University of
North Carolina, Chapel Hill
- Gregory K. Pregill (1993)
PROFESSOR OF BIOLOGY
BA, Baylor University; MS, San Diego State University;
PhD, University of Kansas
- Lukasz Pruski (1983)
PROFESSOR OF MATHEMATICS AND COMPUTER
SCIENCE
MScEng, PhD, Warsaw Technical University, Poland
- Alberto López Pulido (2003)
PROFESSOR OF SOCIOLOGY
BA, University of California, San Diego; MA, PhD,
University of Notre Dame
- David F. Pyke (2008)
PROFESSOR OF BUSINESS
BA, Haverford College; MBA, Drexel University; MA,
University of Pennsylvania; PhD, Wharton School of
the University of Pennsylvania
- Reyes L. Quezada (1999)
PROFESSOR OF EDUCATION
BA, San Jose State University; MEd, University of San
Diego; MA, San Diego State University; EdD, Northern
Arizona University
- Patrick Rabun (Captain, USN) (2007)
Chair of Naval Science Department and
PROFESSOR OF NAVAL SCIENCE
BS, United States Naval Academy
MA, United States Naval War College
- Manzur Rahman (1991)
PROFESSOR OF FINANCE
AB, BS, Lafayette College; PhD, University of South
Carolina
- Ryan Ratcliff (2008)
ASSISTANT PROFESSOR OF ECONOMICS
AB, Stanford University; PhD, University of California,
Berkeley
- Carl M. Rebman Jr. (2001)
ASSOCIATE PROFESSOR OF INFORMATION
TECHNOLOGY AND ELECTRONIC COMMERCE
BA, University of Arizona; MBA, PhD, University of
Mississippi
- George E. Reed (2007)
ASSOCIATE PROFESSOR OF LEADERSHIP STUDIES
BS, Central Missouri State University; MFS, George
Washington University; PhD, St. Louis University
- Thomas E. Reifer (2004)
ASSOCIATE PROFESSOR OF SOCIOLOGY
BA, University of California, Santa Cruz; MA, PhD,
State University of New York, Binghamton
- Emily Reimer-Berry (2008)
ASSISTANT PROFESSOR OF THEOLOGY AND
RELIGIOUS STUDIES
BA, University of Notre Dame; MTS, Weston Jesuit
School of Theology; PhD, Loyola University, Chicago
- Nathalie Reyns (2008)
ASSISTANT PROFESSOR OF MARINE AND
ENVIRONMENTAL STUDIES
BS, University of Arizona; MS, Stony Brook University;
PhD, North Carolina State University
- Mark J. Riedy (1993)
ERNEST W. HAHN PROFESSOR OF REAL ESTATE
FINANCE
BA, Loras College; MBA, Washington University; PhD,
University of Michigan
- Daniel A. Rivetti (1986)
ASSOCIATE PROFESSOR OF FINANCE
BS, Pennsylvania State University; DBA, Kent State
University
- Fred M. Robinson (1991)
PROFESSOR OF ENGLISH
BA, University of Redlands; MA, PhD, University of
Washington
- Dennis A. Rohatyn (1977)
PROFESSOR OF PHILOSOPHY
BA, Queens College; MA, City College of New York;
PhD, Fordham University
- Alyson Ronald (Lieutenant, USN) (2005)
ASSISTANT PROFESSOR OF NAVAL SCIENCE
BA, University of Rochester
- Miriam Rothman (1984)
PROFESSOR OF HUMAN RESOURCE MANAGEMENT
BA, City University of New York; MS, San Diego State
University; PhD, University of Washington

- Lonnie L. Rowell (1995)
ASSOCIATE PROFESSOR OF COUNSELING
BA, MS, San Diego State University; PhD, University of Southern California
- Maria Cecilia Ruiz (1990)
ASSOCIATE PROFESSOR OF SPANISH
BA, PhD, University of California, San Diego
- Vivek Sah (2009)
ASSISTANT PROFESSOR OF REAL ESTATE
BEng, National Institute of Technology, Rourkela, India; MBA, Institute of Management Technology, Ghaziabad, India; PhD, Georgia State University
- Jonathan Sandy (1986)
PROFESSOR OF ECONOMICS
BA, San Diego State University; MA, PhD, University of California, Santa Barbara
- John Joe Schlichtman (2007)
ASSISTANT PROFESSOR OF SOCIOLOGY
BS, University of Illinois; MA, PhD, New York University
- Thomas F. Schubert, Jr. (1987)
PROFESSOR OF ELECTRICAL ENGINEERING
BS, MS, PhD, University of California, Irvine
- Kenneth P. Serbin (1993)
PROFESSOR OF HISTORY
BA, Yale University; MA, PhD, University of California, San Diego
- Gregory D. Severn (1987)
PROFESSOR OF PHYSICS
BS, University of California, Los Angeles; PhD, University of Wisconsin
- Sandra A. Sgoutas-Emch (1993)
PROFESSOR OF PSYCHOLOGY
BA, Emory University; MS, PhD, University of Georgia
- Dustin Sharp (2010)
ASSISTANT PROFESSOR OF PEACE STUDIES
BA, University of Utah; JD, Harvard
- Daniel P. Sheehan (1989)
PROFESSOR OF PHYSICS
BS, Santa Clara University; PhD, University of California, Irvine
- David Shirk (2003)
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
BA, Lock Haven University; MA, PhD, University of California, San Diego
- Adam Siepielski (2011)
ASSISTANT PROFESSOR OF BIOLOGY
BS, Pennsylvania State University; MS, New Mexico State University; PhD, University of Wyoming
- Leonora Simonovis-Brown (2007)
ASSISTANT PROFESSOR OF SPANISH
Licenciatura, MA, Universidad Central de Valenzuela; PhD, Washington University
- Marie A. Simovich (1986)
PROFESSOR OF BIOLOGY
BS, MS, California State Polytechnic University, Pomona; PhD, University of California, Riverside
- James K. Smith (2001)
PROFESSOR OF ACCOUNTANCY
BS, MBA, JD, Tulane University; LLM, University of San Diego
- Tyagarajan N. Somasundaram (1988)
ASSOCIATE PROFESSOR OF MARKETING
BA, University of Delhi, India; MBA, Panjab University, India; MBA, University of Saskatchewan, Canada; PhD, University of Wisconsin, Milwaukee
- Timothy R. Sparks (Captain, USMC) (2008)
ASSISTANT PROFESSOR OF NAVAL SCIENCE
BA, University of Kansas; MSGL, University of San Diego
- Curt W. Spanis (1965)
PROFESSOR OF BIOLOGY
BA, Queens University, Canada; MA, PhD, University of California, Los Angeles
- Joi A. Spencer (2006)
ASSOCIATE PROFESSOR OF EDUCATION
BA, MA, Stanford University; PhD, University of California, Los Angeles
- Avi Spiegel (2011)
ASSISTANT PROFESSOR OF POLITICAL SCIENCE
BA, Georgetown University; MTS, Harvard Divinity School; JD, New York University; PhD, Oxford University
- Steven W. Staninger (1991)
PROFESSOR, COPLEY LIBRARY
BA, University of California, San Diego; MLS, University of Arizona; MA, University of San Diego
- Kathryn C. Statler (1999)
ASSOCIATE PROFESSOR OF HISTORY
BA, MA, PhD, University of California, Santa Barbara
- Susannah Stern (2004)
ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES
BS, Northwestern University; MA, University of Washington; PhD, University of North Carolina, Chapel Hill
- Abraham Stoll (2000)
ASSOCIATE PROFESSOR OF ENGLISH
BA, Yale University; MA, PhD, Princeton University

- Richard J. Stroik (1991)
ASSOCIATE PROFESSOR OF FRENCH
BA, University of Wisconsin; MA, PhD, New York University
- Monica Stufft (2008)
ASSISTANT PROFESSOR OF THEATRE ARTS
BA, Muhlenberg College; PhD, University of California, Berkeley
- David B. Sullivan (1992)
ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES
BA, MA, University of Hartford; PhD, University of Massachusetts Amherst
- Julie H. Sullivan (2005)
PROFESSOR OF BUSINESS
BS, MA of Accounting; PhD, University of Florida
- Steven W. Sumner (2003)
ASSOCIATE PROFESSOR OF ECONOMICS
BA, Calvin College; MA, PhD, University of California, San Diego
- Yi Sun (1997)
ASSOCIATE PROFESSOR OF HISTORY
BA, Nankai University, China; MA, PhD, Washington State University
- Marko Svetina (2008)
ASSISTANT PROFESSOR OF FINANCE
BA, University of Northern Iowa; MS, Iowa State University; PhD, Arizona State University
- Deborah C. Tahmassebi (1999)
PROFESSOR OF CHEMISTRY AND BIOCHEMISTRY
BA, University of California, San Diego; PhD, University of Washington
- Drew Talley (2008)
ASSISTANT PROFESSOR OF MARINE AND ENVIRONMENTAL STUDIES
BSc, San Diego State University; PhD, Scripps Institution of Oceanography, University of California, San Diego
- Annette K. Taylor (1990)
PROFESSOR OF PSYCHOLOGY
BA, MA, California State University, Long Beach; PhD, University of Southern California
- Karen M. Teel (2007)
ASSISTANT PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, Gonzaga University; MA, PhD, Boston College
- Charles J. Teplitz (1982)
PROFESSOR OF DECISION SCIENCES
BBA, Cleveland State University; MBA, DBA, Kent State University
- Barton Thurber (1978)
PROFESSOR OF ENGLISH
BA, Stanford University; AM, PhD, Harvard University
- Karma Lekshe Tsomo (2000)
ASSOCIATE PROFESSOR OF THEOLOGY AND RELIGIOUS STUDIES
BA, University of California, Berkeley; MA, PhD, University of Hawaii, Manoa
- Charles C. Tu (2004)
PROFESSOR OF REAL ESTATE
BS, National Chao-Tung University; MBA, PhD, George Washington University
- LTC John Turner (2012)
MILITARY SCIENCE CHAIR, AROTC
BS, Rio Grande University; MA, University of Oklahoma
- Stefan Vander Elst (2009)
ASSISTANT PROFESSOR OF ENGLISH
Licentiate, University of Leuven, Belgium; MA, PhD, Princeton University
- Vicente Andes Vargas (2001)
ASSOCIATE PROFESSOR OF OPERATIONS MANAGEMENT
BS, PhD, University of North Carolina, Chapel Hill
- Ani P. Velo (2002)
ASSOCIATE PROFESSOR OF MATHEMATICS AND COMPUTER SCIENCE
MSc, University of Tirana, Albania; PhD, Worcester Polytechnic Institute
- Michael F. Wagner (1980)
PROFESSOR OF PHILOSOPHY
BA, Texas A&M University; MA, PhD, Ohio State University
- Lori Watson (2007)
ASSOCIATE PROFESSOR OF PHILOSOPHY
BA, MA, Virginia Tech; PhD, University of Illinois, Chicago
- James M. Weyant (1980)
PROFESSOR OF PSYCHOLOGY
BA, Rider College; MA, University of Dayton; PhD, Florida State University
- Gary G. Whitney (1980)
PROFESSOR OF MANAGEMENT
BSME, California Polytechnic State University, San Luis Obispo; MBA, University of California, Los Angeles; PhD, University of Washington
- Allison Wiese (2007)
ASSISTANT PROFESSOR OF ART
BA, Brown University; MFA, University of California, San Diego
- Irene Williams (1982)
PROFESSOR OF ENGLISH
BA, Bennington College; MA, PhD, Columbia University

- J. Michael Williams (2003)
ASSOCIATE PROFESSOR OF POLITICAL SCIENCE
AND INTERNATIONAL RELATIONS
BA, University of San Diego; JD, The American
University; PhD, University of Wisconsin
- Lee Williams (1993)
PROFESSOR OF MARITAL AND FAMILY THERAPY
BS, Georgia Institute of Technology; MS, PhD, Purdue
University
- Larry A. Williamson (1982)
PROFESSOR OF COMMUNICATION STUDIES
BA, MA, San Diego State University; PhD, Purdue
University
- Randy Willoughby (1988)
PROFESSOR OF POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS
BA, University of California, Los Angeles; MA, PhD,
University of California, Berkeley
- Barbara E. Withers (1992)
PROFESSOR OF OPERATIONS MANAGEMENT
BA, Florida Presbyterian College; MBA, PhD, University
of Colorado
- Mark Woods (1997)
ASSOCIATE PROFESSOR OF PHILOSOPHY
BA, Moorhead State University; MA, PhD, University of
Colorado
- Jeffrey Wright (2000)
ASSOCIATE PROFESSOR OF MATHEMATICS AND
COMPUTER SCIENCE
BS, University of California, Davis; PhD, University of
California, Berkeley
- Dirk S. Yandell (1981)
PROFESSOR OF ECONOMICS
BA, University of San Diego; MS, PhD, Purdue
University
- Sally E. Yard (1989)
PROFESSOR OF ART HISTORY
AB, Harvard University; MFA, PhD, Princeton
University
- Angela Yeung (1994)
ASSOCIATE PROFESSOR OF MUSIC
BMus, Wilfrid Laurier University, Canada; MA and
Concert Diploma, McGill University, Canada; MPhil,
PhD, Columbia University
- Zhi-Yong Yin (2003)
PROFESSOR OF MARINE AND ENVIRONMENTAL
STUDIES
BS, MS, Peking University, Beijing, China; PhD,
University of Georgia
- Susan M. Zgliczynski (1980)
ASSOCIATE PROFESSOR OF COUNSELING
BS, MS, Purdue University; PhD, Texas A&M University
- Carsten Zimmerman ((2008)
ASSISTANT PROFESSOR OF MANAGEMENT
BA, Berlin School of Economics; MPhil, PhD, University
of Cambridge
- Dennis Zocco (1983)
PROFESSOR OF FINANCE
BS, Pennsylvania State University; MA, PhD, Lehigh
University
- Jennifer Zwolinski (2004)
ASSOCIATE PROFESSOR OF PSYCHOLOGY
BS, Santa Clara University; MS, PhD, University of
California, San Diego
- Matt Zwolinski (2003)
ASSOCIATE PROFESSOR OF PHILOSOPHY
BA, BS, Santa Clara University; PhD, University of
Arizona

Professional Staff

Admissions

Minh-Ha Hoang, MA, Director
 Jim Bonner, MA, Associate Director of Operations
 Erik Castillo, BA, Assistant Director of Transfer Admissions
 Joseph Davidson, BA, Assistant Director of Multicultural Recruitment
 Alison Shangle, BA, Senior Assistant Director
 Monica Mahon, MS, Associate Director of Graduate Admissions
 Maria Malloy, MA, Associate Director and International Admissions Manager
 Rachelle Sanders, BS, Associate Director of Enrollment Technology

Athletics

Ky Snyder, BS, Executive Director of Athletics/Associate Vice President
 Shaney Fink, MA, Senior Associate Athletic Director
 Erin Adkins, JD, Assistant Athletic Director for Compliance
 Ron Valenzuela, Assistant Athletic Director for Student Athlete Services
 Sarabeth Pollock, Assistant Athletic Director for Academic Support
 Whitney Strain, MA, Assistant Director for Compliance and Student Athlete Services
 Dan Young, MA, Associate Director of Athletics for Business
 Brian Fogarty, BA, Director of Athletic Development
 Kara Smith, MA, Assistant Athletic Director for Development
 Steve Becvar, MSA, Associate Director of Athletics for Marketing and Sponsorship/Senior Director of Marketing and Sponsorship
 Nate Lenz, Assistant Director for Marketing
 Josh Lawrence, BS, Associate Director of Athletics for Facilities and Operations
 Branda Cook, Assistant Athletic Director for Facilities and Operations
 Joey Smits, Assistant Director for Facilities and Operations
 Matthew Parr, Assistant Director for Facilities and Operations
 Katie Solie Brunetti, Assistant Director for Ticketing and Sports Camps
 Ted Gosen, MS, Associate Director of Athletics for Sports Information
 Chris Loucks, Assistant Athletic Director for Sports Information
 Carolyn Greer, MA, ATC, Associate Director of Athletics for Sports Medicine
 Paul Signorelli, MA, ATC, Associate Athletic Trainer

Justine Coliflores, Assistant Athletic Trainer
 Joe Parry, Assistant Athletic Trainer
 Rich Hill, MA, Head Baseball Coach
 Bill Grier, BS, Head Men's Basketball Coach
 Cindy Fisher, BS, Head Women's Basketball Coach
 Will Guarino, BA, Head Men's and Women's Cross Country Coach, Head Women's Track Coach
 Ron Caragher, BA, Head Football Coach
 Cory Scoggin, BA, Head Men's Golf Coach
 Brooks Dagman, BA, Head Men's Rowing Coach
 Kim Cupini, BA, Head Women's Rowing Coach
 Seamus McFadden, BA, Head Men's Soccer Coach
 Ada Greenwood, BA, Head Women's Soccer Coach
 Melissa McElvain, BA, Head Softball Coach
 Mike Keeler, MS, Head Women's Swimming and Diving Coach
 Brett Masi, MEd, Head Men's Tennis Coach
 Sherri Stephens, BA, Head Women's Tennis Coach
 Jennifer Petrie, MA, Head Women's Volleyball Coach
 Stephane Rochet, Director of Athletic Performance Training
 Matt Couch, Assistant Director of Athletic Performance Training

Career Services

Linda Scales, MA, Director
 Alan Farber, PhD, Associate Director

Copley Library

Theresa Byrd, EdD, MEd, MLS, University Librarian
 Martha Adkins, MLIS, MAR, Reference Librarian
 Amy Besnoy, MLS, MEd, Science Librarian
 Hugh Burkhart, MLIS, MA, Reference Librarian
 Michael Epstein, MLS, MA, Head of Reference
 Li Fu, MLIS, Head of Access and Outreach Services Department
 Diane Maher, MLS, MA, University Archivist and Special Collections Librarian
 Alma C. Ortega, MLIS, MA, Reference Librarian
 Jacqueline Sabanos, MBA, Budget and Operations Manager
 Steven Staninger, MLS, MA, Reference Librarian
 Lorelei Sterling, MLIS, MA, Evening Access and Reference Librarian

Dean of Students Area

Donald R. Godwin, EdD, Assistant Vice President for Student Affairs, Dean of Students
 Margaret Leary, MS, Associate Dean of Students

Center for Student Success

Merrick Marino, MEd, MBA, Assistant Dean
 Stephanie Bernasconi, MA, Associate Director
 Daniella Knelman, MA, Assistant Director

Office of the Assistant Dean of Students

Marie Minnick, MS, Assistant Dean of Students
 Sean Horrigan, MA, Director of Student Conduct and Graduate Student Life

Residential Life

Dayanne Izmirian, PhD, Assistant Dean
 Rick Hagan, MBA, Director of Housing
 John Godfrey, MA, Senior Community Director
 Jennifer Lee, MEd, Senior Community Director
 Matthew Kuder, MA, Community Director
 Antonio Quezada, MEd, Community Director
 Eric Embacher, MA, Community Director

Dining Services

Carol Norman, BA, Director of Dining Services

Financial Aid

Judith Lewis Logue, MS, Director
 Anne-Grethe Morris, MA, Associate Director
 Lisa Bach, BA, Associate Director

Institute of College Initiatives

Cynthia Villis, PhD, Director, Institute of College Initiatives and Director, Upward Bound
 Cristina Aguirre, BA, Assistant Director, Upward Bound
 Sara Boquin, BA, Director, Student Support Services
 Shelley Barajas-Leyva, MA, Director, McNair Scholars

One Stop Student Center

Steve Schissler, MEd, Director
 Sallee Spearman, BBA, Assistant Director

Paralegal Program

Susan Sullivan, MA, Director
 Gretchen Veihl, BA, Assistant Director

Registrar

Susan H. Bugbee, MA, Registrar
 Harry (Joe) Kelly, MS, Associate Registrar
 Walter C. Murken, MBA, Assistant Registrar
 Reuel Shivers, MEd, Assistant Registrar for Graduate Records
 Teresa Baker-Evans, MSEL, Assistant Registrar, Degree Audit

Summer and Intersession Office

Kim Parks, MA, Associate Registrar for Summer and Intersession

Student Life

Cynthia M. Avery, EdD, Assistant Vice President of Student Affairs, Student Life

Campus Recreation

Gary Becker, MS, Director of Campus Recreation

Mission Café Fitness Center

Barbara Zackowski, MA, Manager Fitness Programs

Outdoor Adventures

Greg Zackowski, MBA, Director
 Mark Ceder, MS, Program Manager

Student Life Facilities

Nicki Schuessler, MA, Director of Student Life Facilities
 Antonieta Manriquez, BA, Assistant Director
 Michael Dils, BA, Assistant Director
 Leilani Sharrett, MA, Event Coordinator
 Kily Jones, Executive Assistant

Student Leadership and Involvement

Jason Schreiber, MS, Director of Student Activities
 Amanda Womack, MEd, Director of Student Organizations and Greek Life
 Onar Primitivo, MA, Assistant Director of Leadership and Involvement

Conference Department

Merrill Marker, BA, Director of Conferences
 Sara Duncan, BA, Conference Operations Manager

United Front Multicultural Center

Mayté Pérez-Franco, PhD, Director
 Adan Sanchez, MA, Associate Director

Women's Center

Erin Lovette-Colyer, MS, Director

Student Wellness

Moisés Barón, PhD, Assistant Vice President for Student Affairs for Student Wellness
 Sharon Cooper, Wellness Office Manager

Center for Health and Wellness Promotion

Melissa Halter, PhD, Director
 Meghan McCarthy, MPH, MBA, Assistant Director
 Jarrett Ellington, PsyD, Clinical Services and Training Coordinator
 Julie Barnett, Alcohol and Other Drugs Program Coordinator
 Jessica Bonin Critchlow, MBA, Office Manager

Counseling Center

Steve Sprinkle, PhD, Director of the Counseling Center
Robert Ballantyne, PsyD, Staff Psychologist
Justin Gibson, PhD, Staff Psychologist
Karen Lese-Fowler, PhD, Senior Staff Psychologist
Sylvie Marques, PhD, Senior Staff Psychologist
Adriana Molina, PhD, Senior Staff Psychologist
Raquel Rosario, Executive Assistant

Disability Services

Christopher Burden, PsyD, Director
Open position, Coordinator of Disability Services
Emily Dally, Executive Assistant

Student Health Center

Pamela Sikes, RN, MS, FNP, Director, Nurse Practitioner
Kimberly Woodruff, MD, Supervising Physician
Julianne North, MD, Staff Physician
Steve Solomon, PA, Physician Assistant
Maureen Kane, Office Manager
Darla Laatsch, RN, Registered Nurse
Margaret Clark, RN, Registered Nurse

Test Preparation Courses

Susan Sullivan, MA, Director
Gretchen Veihl, BA, Assistant Director
Cathie Barclay, BA, Executive Assistant

University Relations

Alumni Relations

Charles Bass, Director
Kara Marsh Proffitt, Associate Director
David Stephens, Associate Director
Sarah Zakaria, Associate Director

Development

Sandra Ciallella, Associate Vice President
Jean Savard, Director

Advancement Services

Suzanne Stone, Senior Director
Claudia Gonzales, Associate Director
Joe Santinello, Senior Programmer/Project Leader

Annual Giving

Philip Garland, Director
Alicia Massei, Assistant Director
Ezequiel Lihosit, Telefunding Manager

Donor Relations

Judy Eppler, Director

Foundation Relations

Annette Ketner, Senior Director
Bruce Edwards, Assistant Director
Jennifer Handy, Assistant Director

Planned Giving

John Phillips, Senior Director

Special Gifts and Scholarship Development

Allen Baytop, Director

Marketing and Strategic Partnerships

Coreen Petti, Associate Vice President, Marketing and Strategic Partnerships
Marcy Alyn, Associate Director
Nichole Budd, Art Director
Anna Cain, Associate Director, Marketing Design Production
Tim McKernan, Marketing Creative Director
Jayna McLeod, Art Director
Patrick Simon, Director, Web Marketing
Danielle Steussy, Art Director

University Events and Promotions

Deanna Wittman, Director
Whitney Matta, Assistant Director
Erin Vanderveen, Assistant Director

University Publications

Julene Snyder, Senior Director
Barbara Ferguson, Senior Creative Director
Courtney Mayer, Art Director
Mike Sauer, Assistant Director
Krystn Shrieve, Director

International Constituent Relations

Yolanda Ingle, PhD, Senior Director

Parent Relations

Renda Quinn, Director
Karina Viaud, Assistant Director

Public Affairs

Pamela Gray Payton, Assistant Vice President, Public Affairs
Ryan Blystone, Assistant Director
Kelly Machleit, Assistant Director

Community and Government Relations

Tom Cleary, Senior Director

Media Relations

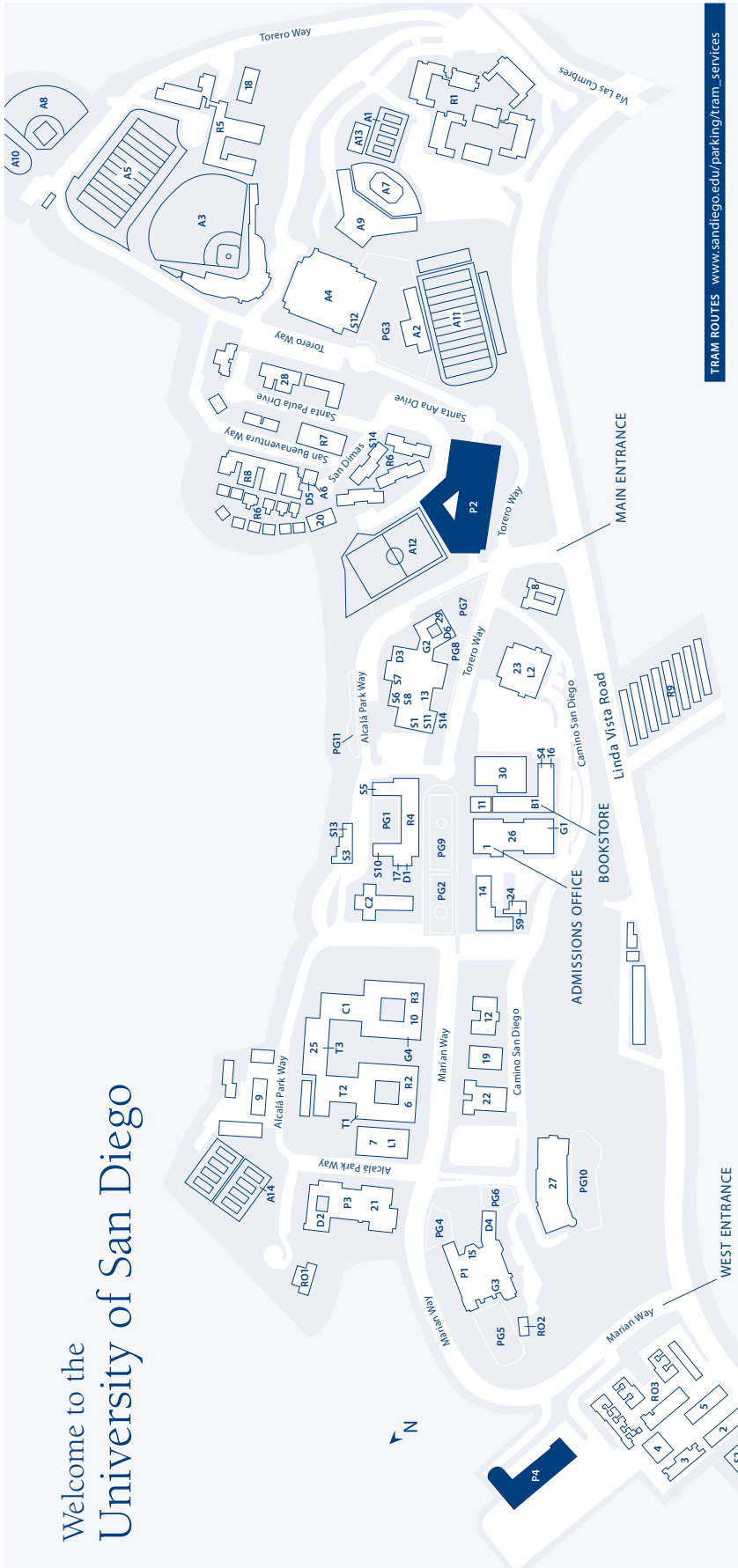
Liz Harman, Senior Director
Melissa Wagoner, Director

Index

Academic Calendar.....	6	Communications.....	5
Academic Regulations.....	73	Communication Studies.....	116
Academic Technology Services (ATS).....	22	Community Service-Learning.....	39
Accountancy.....	245	Computer Science.....	121
Accreditation.....	12	Conduct, Student.....	21
Adding Courses, Dropping or.....	74	Copley Library.....	21
Administration (list of).....	304	Core Curriculum.....	70
Admission.....	53	Counseling Center (USDCC).....	42
Advanced Placement (AP) and Credit for Advanced Work.....	53	Course Numbering System.....	79
Ahlers Center.....	83	Credit by Examination.....	75
Alumni/Alumnae Association.....	50	Declaring or Changing the Major.....	74
Americans with Disabilities Act (ADA).....	20	Degree Audit (DARS).....	79
Ancillary Organizations.....	50	Dining Services.....	41
Anthropology.....	86	Disability Services.....	43
Application Procedure.....	54	Dropping or Adding Courses.....	74
Arabic.....	154	Duplication of Credit.....	77
Asian Studies.....	102	Economics.....	252
Associated Students.....	23	Employment.....	65
Athletics.....	40	Engineering.....	266
Attendance.....	75	English.....	125
Auditing.....	75	Environmental Studies.....	130
Degree Audit (DARS).....	79	Equal Opportunity.....	15
Bachelor's Degree, The.....	66	Ethnic Studies.....	135
Biochemistry, Chemistry and.....	111	Examinations.....	75
Biology.....	103	Expenses for Undergraduate Students.....	55
Board of Trustees.....	303	Experiential Education Credit.....	77
Bookstore (see Torero Store).....	41	Faculty Advisor Program.....	69
Business Administration.....	248	Faculty Emeriti (List of).....	305
Calendar, Academic.....	6	Faculty (List of).....	308
Campus Card Services.....	40	Family Educational Rights and Privacy Act of 1974 (FERPA).....	19
Campus Recreation.....	38	Financial Aid.....	58
Career Services.....	41	Freshman Standing.....	53
Catholic Studies.....	109	Grade Grievance Procedures.....	20
Center For Awareness, Service And Action.....	33	Grade Point Requirements, Unit and.....	78
Center for Christian Spirituality.....	46	Grade Reports.....	75
Center for Educational Excellence.....	46	Grading System.....	76
Center for Health and Wellness Promotion (CHWP).....	42	Graduate Degrees.....	67
Center for Inclusion and Diversity.....	33	Graduation Petition and Participation.....	77
Center For Student Success.....	33	Greek, Classical.....	161
Centers and Institutes.....	46	Hahn University Center.....	33
Chairs and Professorships.....	51	History.....	138
Chemistry and Biochemistry.....	111	Honors Program.....	72
Classical Studies.....	116	Industrial and Systems Engineering.....	275
Class Standing.....	78	Institute of College Initiatives.....	47
College-Level Examination Program (CLEP).....	53	Instructional Media Services (IMS).....	22
College of Arts and Sciences.....	85	Integrity of Scholarship.....	73
		Interdisciplinary Humanities.....	148
		International Baccalaureate (IB).....	53

International Center	82	Reservation of the Right to Modify	3
International Relations	150	Residence Requirement	78
International Students	54	Residential Life	39
International Studies Abroad, Office of	82	ROTC Programs	79
International Studies Abroad, Policy	79	Scholarships and Grants	59
Intersession	82	Scholastic Probation and Disqualification	77
Italian	162	School Of Business Administration	239
Japanese	165	School of Leadership and Education Sciences	281
La Gran Terraza	34	Section 504 of the Rehabilitation Act	20
Languages and Literatures	153	Sociology	222
Latin	167	Spanish	168
Latin American Studies	171	Staff, Professional (List of)	322
Leave of Absence	74	Student Conduct	21
Legal Research Center, Pardee	21	Student Health Center (SHC)	43
Liberal Studies	173	Student Life	22
Library, Copley	21	Student Life Pavilion	37
Loans, Student	64	Student Load	74
Logic Center	45	Student Loans	64
Mail Center	41	Student Organizations	26
Majors and Minors	66	Summer Session	82
Manchester Family Child Development Center	49	Technology Services, Academic	22
Mathematics	183	Tech Support Center	35
Mathematics Center	46	Test Preparation Courses	68
Mechanical Engineering	277	Theatre Arts	229
Medieval and Renaissance Studies	188	Theology and Religious Studies	232
Military Science Courses (MILS)	288	Ticket Office And Campus Scheduling	35
Mission and Goals of USD	11	Torero Computing Lounge	35
Music	189	Torero Store	41
Naval Science Courses (NAVS)	289	Trans-Border Institute	49
Office Of Student Affairs	34	Transcripts	79
One Stop Student Center	35	Transfer of Credit	78
Outdoor Adventures	35	Trustees (list of)	303
Paralegal Studies Program	279	Tuition and Fees	55
Parents Association	50	Undergraduate Majors and Minors	66
Parking Services	35	Undergraduate Student Organizations	26
Pass/Fail Option	75	Unit and Grade Point Requirements	78
Payment Plans	57	United Front Multicultural Center	37
Peace and Justice Studies	196	University Copy	41
Philosophy	199	University Ministry	36
Physics	205	Veterans Benefits	54
Policies, University	15	Withdrawal from the University	74
Political Science and International Relations	209	Women's and Gender Studies	236
Probation and Disqualification, Scholastic	77	Women's Center	38
Programs of Study	66	Work-Study	65
Psychological Sciences	216	Zipcar	36
Recreation and Sports	38		
Refund Policy	56		
Registration	73		

Welcome to the University of San Diego



TRAM ROUTES www.sandiego.edu/parking/tram_services

ACADEMIC AND ADMINISTRATIVE FACILITIES	ATHLETIC FACILITIES	BOOKSTORE	GALLERIES	PERFORMING ARTS THEATRES	RESIDENCE HALLS	SERVICES
1 Admissions Office and International Center (Serra Hall)	16 Loma Hall	B1 Torero Store (Loma Hall)	G1 David W. May American Indian Gallery (Serra Hall)	T1 Black Box Theatre (Camino Hall)	R1 Alcalá Vista Apartments	S1 ATM (Hahn University Center)
2 Alcalá Park West - Avila	17 Maher Hall	C1 Founders Chapel	G2 Exhibit Hall (Student Life Pavilion)	T2 Shiley Theatre (Camino Hall)	R2 Camino Hall	S2 E-Recycling Center
3 Alcalá Park West - Barcelona	18 Manchester Child Development Center	C2 The Immaculate	G3 Fine Art Galleries (Joan B. Kroc Institute for Peace & Justice)	T3 Studio Theatre (Sacred Heart Hall)	R3 Founders Hall	S3 Hospitality
4 Alcalá Park West - Coronado	19 Manchester Executive Conference Center	D1 Aromas (Maher Hall)	G4 Hoehn Family Galleries and Hoehn Print Study Room (Founders Hall)		R4 Maher Hall	S4 Mail Center (Loma Hall)
5 Alcalá Park West - Durango	20 Mission Crossroads	D2 Bert's Bistro (Mother Rosalie Hill Hall)			R5 Manchester Village Apartments	S5 Media Center (Maher Hall)
6 Camino Hall	21 Mother Rosalie Hill Hall	D3 La Gran Terraza (Hahn University Center)			R6 Mission Housing Complex	S6 One-Stop Student Center (Hahn University Center)
7 Copley Library	22 Olin Hall	D4 La Paloma (Joan B. Kroc Institute for Peace & Justice)			R7 San Antonio de Padua	S7 Outdoor Adventures (Hahn University Center)
8 Degheri Alumni Center	23 Pardee Legal Research Center	D5 Missions Café			R8 San Buenaventura	S8 Parking and Tram Services (Hahn University Center)
9 Facilities Management Complex	24 Procurement Services	D6 Pavilion Dining / Tu Mercader / Frank's Lounge (Student Life Pavilion)			R9 University Terrace Apartments	S9 Public Safety
10 Founders Hall	25 Sacred Heart Hall / Student Health Center / NIOTC					S10 Student Health Center (Maher Hall)
11 Guadalupe Hall	26 Serra Hall					S11 Ticket Office (Hahn University Center)
12 Hahn School of Nursing and Health Science	27 Shiley Center for Science and Technology					S12 Ticket Office (Jenny Craig Pavilion)
13 Hahn University Center	28 St. Francis Center for Priestly Formation					S13 University Copy
14 Hughes Administration Center	29 Student Life Pavilion / Student Organizations / Multicultural Center					S14 Visitor Information
15 Joan B. Kroc Institute for Peace & Justice	30 Warren Hall					