



FIND YOUR PATH

AT THE UNIVERSITY OF SAN DIEGO

2014 - 2016 UNDERGRADUATE
CATALOG



Table of Contents

About the University of San Diego	3	Special Fees	29
History	4	Room and Meal Plans	29
Mission and Core Values	4	Refunds	29
The Campus	5	Registration/Fee Payment Policy	30
Academic Calendar	6	Payment Plans	31
Accreditation	11	Financial Aid	32
Memberships	11	Scholarships and Grants	32
Policies	12	Loans	36
Honor Societies	17	Student Employment	36
University-Wide Centers	18	Deadlines	37
Student Life and Services	20	Academic Programs	38
Student Government and Organizations	20	Bachelor's Degree	38
Campus Recreation and Sports	21	Core Curriculum	39
Child Development Center	22	First-Year Experience	40
Dining Services	23	General Requirements for Bachelor's Degree	41
Mail Center	23	Honors Program	41
One Stop Student Center	23	Interession and Summer Sessions	42
Parking Services and Transportation	23	Preparation for Law School and Health Profession Programs	42
Public Safety	23	ROTC Programs	42
Residential Life	23	Military Science	44
Student Wellness	24	Naval Science	45
Torero ID Card	25	Requirements for Major and Minor	46
Torero Store	25	Study Abroad Opportunities	47
University Center and Student Life Pavilion	26	Academic Regulations	49
United Front Multicultural Center	26	Registration	49
University Ministry	26	Email Accounts	49
Admission	27	Declaring the Major	49
Admission to Freshman Standing	27	Leave of Absence and Withdrawal	50
Advanced Placement	27	Residence Requirement	50
College-Level Examination Program (CLEP)	27	Unit and Grade Point Requirements	50
International Baccalaureate	27	Integrity of Scholarship	50
Advanced Standing	27	Graduation and Commencement	51
Application Procedure	27	General Information	51
International Students	28	Credit and Grading System	52
Veterans Benefits	28	Scholastic Probation and Disqualification	54
Tuition and Fees	29	Honors	54
Tuition	29	Academic Services	56
Other Required Fees	29	Academic Support	56
Deposit Fees	29	International Students and Scholars	56
		Black Student Resource Center	56
		Veterans Center	57
		Career Services	57

Community Service-Learning	57	Political Science	177
Information Resources and Facilities	57	Psychological Sciences	183
Institute of College Initiatives	58	Sociology	189
College and Schools	59	Theatre Arts and Performance Studies	194
College of Arts and Sciences	60	Theology and Religious Studies	196
Anthropology	60	Women's and Gender Studies	200
Art, Architecture + Art History	63	Paralegal Studies	201
Architecture	64	School of Business Administration	202
Art History	67	Accountancy	207
Visual Arts	72	Business Administration	211
Asian Studies	76	Business Economics	213
Biology	77	Economics	215
Chemistry and Biochemistry	84	Finance	217
Classical Studies	89	International Business	220
Communication Studies	90	Marketing	221
Computer Science	95	Minors	223
Education Recreation	99	Real Estate	225
English	101	School of Leadership and Education Sciences	228
Environmental and Ocean Sciences	105	Leadership Studies	229
Environmental Studies	109	Learning and Teaching	232
Ethnic Studies	113	Shiley-Marcos School of Engineering	239
History	115	Electrical Engineering	240
Interdisciplinary Humanities	123	Industrial & Systems Engineering	244
International Relations	126	Mechanical Engineering	248
Languages and Literatures	129	Joan B. Kroc School of Peace Studies	253
Arabic	130	Peace and Justice Studies	253
Chinese	131	Directories	256
Classical Greek	132	Index	271
French	133		
German	135		
Italian	136		
Japanese	139		
Latin	140		
Spanish	141		
Latin American Studies	145		
Liberal Studies	147		
Mathematics	153		
Medieval and Renaissance Studies	158		
Music	159		
Peace and Justice Studies	167		
Philosophy	167		
Physics	172		

About the University of San Diego

Welcome from the President

Dear Torero,

Welcome to the University of San Diego.

Located in the heart of San Diego, the University of San Diego is a nationally ranked Catholic university dedicated to preparing ethical and compassionate leaders inspired to create lasting social change in our global society.

With more than 90 majors and minors, our Undergraduate Course Catalog will become a useful tool to you as you navigate your academic journey at the University of San Diego.

Within the catalog's pages, you will find information about the university, our mission and goals, outstanding faculty, and academic programs and important policies. It includes a summary of our courses, degree requirements, and curriculum recommendations for all of our majors and minors. You'll see that the university's undergraduate programs in the College of Arts and Sciences and the schools of Business Administration, Engineering, Leadership and Education Sciences, and Peace Studies invite students to enjoy personal attention from outstanding faculty who are committed to academic excellence and their students' success.

However, what is not captured are both the extraordinary spirit of the Torero community and the intellectual curiosity that characterize USD. Our student body is the best qualified in our school's history. Our faculty are well respected in their fields. With the personal concern shown by faculty for their students, their dedication to their fields of expertise, 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. Here you will not only enjoy study in traditional classrooms and laboratories, but through our top ranked Study Abroad, Community Service Learning and University Ministry programs, you will have many opportunities to live and learn in Mexico, Asia, Africa, Europe, or South America during your 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,

Mary E. Lyons, PhD
President
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 seven 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; the Shiley-Marcos School of Engineering; 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 and Core Values

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.

Academic Calendar

<http://www.sandiego.edu/academics/academic-calendars/>

Fall Semester 2014

August

26	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages/)
27	Wed.	Final Registration/Fee Payment without penalty
28	Thurs.	Late charges begin
30- Sept. 2	Sat.- Tues.	Olé Weekend (New Student Orientation)

September

1	Mon.	Labor Day holiday (no classes; offices closed)
2	Tues.	Competency Exam: Second Language
3	Wed.	Classes Begin
11	Thurs.	Mass of the Holy Spirit
12	Fri.	Last day to enroll in classes and to drop a class without a 'W' Deadline 100 percent tuition refund
19	Fri.	Deadline 90 percent tuition refund
26	Fri.	Deadline 80 percent tuition refund

October

1-30	Wed.- Thurs.	Online class reservation for Intersession 2015
1	Wed.	Financial aid applications for Intersession 2015 available
3	Fri.	Deadline 70 percent tuition refund
13	Mon.	Deadline to petition for May or August 2015 graduation
17	Fri.	Competency Examination fee deadline Deadline 60 percent tuition refund
24	Fri.	Fall Holiday (no classes)
27	Mon.	Deadline 50 percent tuition refund Mid-term grades due

November

1	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English Priority deadline for Intersession 2015 financial aid applications
3	Mon.	Walk-in registration begins for Intersession 2015 at the One Stop Student Center Class reservation begins for Spring 2015
6	Thurs.	Deadline to select grade or Pass/Fail option
8	Sat.	Competency Exam: Mathematics
11	Tues.	Deadline for removal of Incompletes from prior semester/Summer Sessions Last day to withdraw from classes with a 'W'
14	Fri.	Final fee payment deadline for Intersession 2015 online registration
26-28	Wed.- Fri.	Thanksgiving Holiday (no classes; office closed Thursday and Friday)

December

12	Fri.	Last day of classes
13-14	Sat.- Sun.	Study days
15-19	Mon.- Fri.	Final Examinations

Intersession 2015 (Optional)

January

5	Mon.	First day of Intersession classes
19	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Fri.	Last day of Intersession classes

See the 2015 Intersession Catalog for specific courses, dates and registration procedures

Spring Semester 2015

5	Mon.	Fall 2014 final grades due
20	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages/)
21	Wed.	Final registration/fee payment without penalty
22	Thurs.	Late Charges Begin
22-23	Thurs.- Fri.	New Student Spring Orientation
23	Fri.	Competency Exam: Second Language
26	Mon.	Classes begin
29	Thurs.	All Faith Service

February

1	Sun.	Financial aid applications for Summer 2015 available
4	Wed.	Last day to enroll in classes and to drop a class without a 'W' Deadline 100 percent tuition refund
11	Wed.	Deadline 90 percent tuition refund
18	Wed.	Deadline 80 percent tuition refund
25	Wed.	Deadline 70 percent tuition refund

March

2-30	Mon.- Mon.	Online Class Reservation for Summer 2015
2	Mon.	Priority deadline for Undergraduate Fall 2015 and Spring 2016 financial aid applications
11	Wed.	Deadline 60 percent tuition refund
17	Tues.	Priority deadline for Summer 2015 financial aid applications
18	Wed.	Mid-term grades due Deadline 50 percent tuition refund
25	Wed.	Deadline to select grade or Pass/Fail option
27	Fri.	Competency Exams fee deadline
30- April 6	Mon.- Mon.	Spring/Easter Break (no classes)

April

7	Tues.	Walk-in registration begins for Summer Sessions 2015 at the One Stop Student Center Class reservation begins for Fall 2015
---	-------	---

8	Wed.	Deadline for removal of Incompletes from prior semester/Intersession Last day to withdraw from classes with a "W"
10	Fri.	Final fee payment deadline for Summer Sessions 2015 online registration
11	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English
18	Sat.	Competency Exam: Mathematics

May

5	Tues.	Honors Convocation
11	Mon.	Last day of classes
12-13	Tues.- Wed.	Study Days
14-20	Thurs.- Wed.	Final Examinations
22	Fri.	NROTC Commissioning Ceremony
24	Sun.	Undergraduate Commencement
28	Thurs.	Spring 2015 final grades due

Summer Sessions 2015 (Optional)

June, July, August

June 1	Mon.	First day of Summer Sessions
July 3	Fri.	Independence Day holiday (no classes, offices closed)
Aug. 21	Fri.	Last day of Summer Sessions

See the 2015 Summer Sessions Catalog for specific courses, dates and registration procedures.

Fall Semester 2015

August

25	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages/)
26	Wed.	Final Registration/Fee Payment without penalty
27	Thurs.	Late charges begin
29- Sept. 1	Sat.- Thurs.	Olé Weekend (New Student Orientation)

September

1	Tues.	Competency Exam: Second Language
2	Wed.	Classes begin
7	Mon.	Labor Day holiday (no classes, offices closed)
10	Thurs.	Mass of the Holy Spirit
14	Mon.	Last day to enroll in classes and to drop a class without a 'W'
	Mon.	Deadline 100 percent tuition refund
21	Mon.	Deadline 90 percent tuition refund
28	Mon.	Deadline 80 percent tuition refund

October

1-29	Thurs.- Thurs.	Online class reservation for Intersession 2016
1	Thurs.	Financial aid applications for Intersession 2016 available
5	Mon.	Deadline 70 percent tuition refund
9	Fri.	Competency Exams fee deadline

16	Fri.	Deadline to petition for May or August 2016 graduation
19	Mon.	Deadline 60 percent tuition refund
23	Fri.	Fall Holiday (no classes)
26	Mon.	Mid-term grades due
27	Tues.	Deadline 50 percent tuition refund
31	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English

November

1	Sun.	Priority deadline for Intersession 2016 financial aid applications
2	Mon.	Walk-in registration begins for Intersession 2016 at the One Stop Student Center Class reservation begins for Spring 2016
3	Tues.	Deadline to select grade or Pass/Fail option
7	Sat.	Deadline to select grade of Pass/Fail option
10	Tues.	Last day to withdraw from classes with a 'W' Tues. Deadline for removal of Incompletes from prior semester/Summer Sessions
13	Fri.	Final fee payment deadline for Intersession 2016 online registration
25-27	Wed.- Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

December

14	Mon.	Last day of classes
15	Tues.	Study day
1622	Fri.	Last day of Intersession classes

Intersession 2016 (Optional)

4	Mon.	First day of Intersession classes
18	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
22	Fri.	Last day of Intersession classes

See the 2016 Intersession Catalog for specific courses, dates and registration procedures. Spring Semester 2016

January

4	Mon.	Fall 2015 final grades due
19	Tues.	Final registration/fee payment without penalty Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check http://www.sandiego.edu/cas/languages/)
21-22	Thurs.- Fri.	New Student Spring Orientation
21	Thurs.	Final registration/fee payment without penalty
22	Fri.	Competency Exam: Second Language Late Charges Begin
25	Mon.	Classes begin
29	Thurs.	All Faith Service

February

1	Mon.	Financial aid applications for Summer 2016 available
3	Wed.	Last day to enroll in classes and to drop a class without a 'W' Deadline 100 percent tuition refund
10	Wed.	Deadline 90 percent tuition refund
17	Wed.	Deadline 80 percent tuition refund
24	Wed.	Deadline 70 percent tuition refund

March

1-30	Tues.- Wed.	Online class reservation for Summer Sessions 2016
2	Wed.	Priority deadline for Undergraduate Fall 2016 and Spring 2017 financial aid applications
9	Wed.	Deadline 60 percent tuition refund
14	Mon.	Mid-term grades due
16	Wed.	Deadline 50 percent tuition refund
17	Tues.	Priority deadline for Summer 2016 financial aid applications
21-28	Mon.- Mon.	Spring/Easter Break (no classes)
29	Tues.	Deadline to select grade or Pass/Fail option

April

1	Fri.	Deadline to pay Competency Examination fee Last day to withdraw from classes with "W" Deadline for removal of Incompletes from prior semester and Intersession
4	Mon.	Walk-in registration begins for Summer Sessions 2016 at the One Stop Student Center Class reservation begins for Fall 2016
8	Fri.	Final fee payment deadline for Summer Sessions 2016 online registration
9	Sat.	Competency Exam: Mathematics
16	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English

May

3	Tues.	Honors Convocation
9	Mon.	Last day of classes
10-11	Tues.- Wed.	Study days
12-18	Thurs.- Wed.	Final Examinations
20	Fri.	NROTC Commissioning Ceremony
22	Sun.	Undergraduate Commencement
24	Tues.	Spring 2016 final grades due

Accreditation

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:

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
 BIOCUM
 California Association of College Stores
 California Association of Colleges of Nursing
 California Campus Compact
 California College and University Police Chiefs 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
 Consorcio 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
 NAFA: 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

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.

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

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:

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

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

Complaints Against Faculty

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

Dean, Shiley-Marcos School of Engineering
Loma Hall 336C
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4627

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 (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, FERPA (<http://www.sandiego.edu/registrar/ferpa>).

Section 504 of the Rehabilitation Act of 1973

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

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

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

the civil rights of individuals who are qualified to participate and who have disabilities.

The Americans with Disabilities Act of 1990 (ADA)

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

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. In addition to those people who have visible disabilities — persons who are blind, deaf, or use a wheelchair — the definition 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.

Tobacco Policy

[The following Tobacco Policy will remain in effect through August 17, 2015. The Smoking and Tobacco-Free Policy below will go into effect on August 18, 2015.]

The university is dedicated to providing a healthy, comfortable and productive environment for its employees, students and guests. Therefore, smoking and the use of any tobacco products are prohibited at all times within all university buildings and residence halls; stadiums; outdoor dining areas; and licensed fleet vehicles. Members of the university community who choose to smoke or use any tobacco products must maintain a distance of at least 20 feet from any openings to university buildings, including doorways, operable windows and vents to those buildings.

Additionally, tobacco products may not be sold, distributed or promoted on university property. The university will not accept tobacco related advertising on university property or within any university published materials. Any activity that is to be sponsored or funded by a company that is directly involved in the production of tobacco products must be approved in advance by the Executive Council of the university.

For the purpose of this policy:

"Tobacco products" means any substance containing tobacco leaf, including cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, dipping tobacco, or any other preparation of tobacco.

"Tobacco related" applies to the use of a tobacco brand or corporate name, trademark, logo, symbol, motto, selling message, etc. identical to or similar to those used for any brand of tobacco products or manufacturer of tobacco products.

The university community is encouraged to take responsibility for communication and enforcement of this policy. Where this is not possible, does not occur or otherwise fails, then responsibility for enforcement of the policy shall be as follows:

Employees: Appropriate Supervisor or Manager

Students: Dean of Students or Designee (Violations may be reported to residence hall staff and public safety officers.)

Visitors: Department of Public Safety

The consequences for a failure to comply with this policy will be determined as appropriate under the circumstances. Those consequences may include without limitation a request to refrain from the activities prohibited by this policy; a request to leave campus; in the case of a student, disciplinary action in accordance with the Code of Conduct; or, in the case of a university employee, disciplinary action in accordance with the university's disciplinary process.

This policy shall be included in the student handbooks and the university's policy manual. Information and services related to tobacco use, prevention and cessation are available for students and employees. Contact the Student Health Center for more information.

Smoking and Tobacco-Free Policy

[The following Smoking and Tobacco-Free Policy is effective as of August 18, 2015 and will replace and supersede the Tobacco Policy above.]

The university is dedicated to providing a healthy, comfortable and productive environment for its employees, students and guests. The Surgeon General of the United States has determined that cigarette smoking is the leading preventable cause of illness and premature death in the nation. Moreover, research indicates that non-smokers who are regularly exposed to passive (secondhand) tobacco smoke are also at increased risk of illness. Passive smoke appears to be especially deleterious to the health of certain populations, including the elderly, children and individuals with allergies, asthma, respiratory disease, or cardiovascular disease. For these reasons, the Surgeon General has urged employers to implement broadly-based health promotion programs with special emphasis on smoking cessation. The response to the Surgeon General's advice and the medical evidence has been an overwhelming trend toward protection of the health and safety of non-smokers.

Therefore, as an institution committed to providing a safe and healthful environment, the University of San Diego prohibits smoking and the use of any smoking or tobacco products at all times on or in any USD-owned or USD-leased property or facility, either indoor or outdoor. Effective August 18, 2015, all USD property shall be smoking and tobacco free.

This policy applies to all employees, students, contractors, vendors, guests, organizers and attendees at any on-campus programs or events, and other visitors.

No Smoking signs will be posted and maintained in public areas by the appropriate authority, with additional signs available for departments and administrative units to post within their areas as needed.

Additionally, smoking and tobacco products may not be sold, distributed or promoted on university property. The university will not accept smoking or tobacco related advertising on university property or within any university published materials.

For the purpose of this policy:

"Smoking" means smoking any substance, including but not limited to tobacco, cloves or marijuana.

"Smoking products" include, but are not limited to, all cigarette products (cigarettes, cigars, hookahs, pipes, etc.)

"Tobacco products" means any substance containing tobacco leaf, including but not limited to cigarettes, cigars, pipe tobacco, snuff, e-cigarettes, chewing tobacco, dipping tobacco, or any other preparation of tobacco, whether or not such product is smoke-producing.

"Smoking or Tobacco related" applies to the use of a smoking or tobacco brand or corporate name, trademark, logo, symbol, motto, selling message, etc. identical to or similar to those used for any brand of smoking or tobacco products or manufacturer of smoking or tobacco products.

"USD-owned or USD-leased property or facility" includes, but is not limited to: all indoor and outdoor spaces on the USD campus or at off-campus locations owned or leased by USD, including all residence halls, buildings, classrooms, outdoor common and educational areas, recreational areas, athletic venues, dining areas, and university-owned and university-leased vehicles (regardless of location).

The only exceptions to the policy include:

- Smoking and/or tobacco use may be permitted for traditional ceremonial activities of recognized cultural and/or religious groups.
- Research involving tobacco or tobacco products, or tobacco use for educational or clinical purposes upon review and written preapproval as specified by campus procedures.

The university community is encouraged to take responsibility for communication and enforcement of this policy. Enforcement should be primarily educational with an emphasis on cessation resources.

Where this is not possible, does not occur or otherwise fails, then responsibility for enforcement of the policy shall be as follows:

Employees: Appropriate Supervisor or Manager

Students: Dean of Students or Designee (Violations may be reported to residence hall staff and public safety officers.)

Visitors: Department of Public Safety

The consequences for a failure to comply with this policy will be determined as appropriate under the circumstances. Those consequences may include without limitation a request to refrain from the activities prohibited by this policy; a request to leave campus; in the case of a student, disciplinary action in accordance with the Student Code of Rights and Responsibilities, or, in the case of a university employee, disciplinary action in accordance with the university's disciplinary process.

This policy shall be included in the Student Code of Rights and Responsibilities and the university's policy manual. Information and services related to smoking and/or tobacco use, prevention and cessation are available for students and employees. Contact the Student Health Center or Human Resources for more information.

Honor Societies

Phi Beta Kappa

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

Phi Beta Kappa Society in a formal ceremony. For more information about Phi Beta Kappa and the USD chapter, including the names of past inductees and faculty members, please follow this link to the chapter home page (<http://www.sandiego.edu/cas/academics/societies/pbk>).

Kappa Gamma Pi

Kappa Gamma Pi is the national Catholic college graduate honor society. Members are graduates who have demonstrated academic excellence and outstanding service and leadership during their college years. As candidates, they pledge to continue to provide examples of scholarship, leadership, and service in their personal and professional lives. This commitment is the difference that distinguishes nomination to Kappa Gamma Pi as one of the most relevant and prestigious awards on campus. Kappa Gamma Pi was founded in 1926 at the National Catholic Educational Association Conference of Catholic Colleges. Today, more than 41,000 graduates of 139 Catholic colleges are Kappa Gamma Pi members. They live throughout the United States and in many foreign countries. Their successful lives and careers exemplify outstanding leadership and service in church, profession, and community. Kappa Gamma Pi has members from the first graduating classes of USD to the present. These members are Catholic men and women as well as men and women of other faith communities. In January, graduating seniors who have a GPA of 3.5 or above receive a letter from the Provost informing them that they are qualified by reason of their academic achievement to apply for membership in Kappa Gamma Pi. If they have exemplified outstanding leadership and service during their years at USD, they are encouraged to submit a letter of recommendation and an essay to the selection committee. Kappa Gamma Pi sponsors the St. Catherine Medal, awarded at the Honors Convocation, for outstanding leadership and service as well as the Cornaro Scholarship for members of Kappa Gamma Pi pursuing graduate studies.

Mortar Board

Mortar Board is a national honor society for college seniors which was founded in 1918 and chartered on the USD campus in the fall of 2000. The society recognizes in its members the qualities of scholastic achievement, outstanding leadership, and dedicated service to the university and the community. There are over 200 active chapters of Mortar Board at colleges throughout the country. To be eligible for membership, students must have junior standing in the spring semester with an overall GPA that places them in the top 35 percent of their class. Moreover, students must have participated and excelled in leadership and service activities during their college years. They must submit an information sheet, a resume, a letter of recommendation from a USD faculty member, and a personal essay for review by the current Mortar Board members. Admission to Mortar Board at USD is highly competitive and is restricted to approximately 30 students each year. USD's Mortar Board chapter is an active student organization and expects full participation from its members. Chapter members participate in bi-weekly meetings, an annual Faculty Appreciation Dinner, tutoring and other service activities, interaction with San Diego's Mortar Board Alumni Chapter, social events, and fundraising for the STRIVE scholarship, which chapter members established for college bound seniors at Kearny High School who have excelled in scholarship, leadership, and service. Mortar Board members have the opportunity to apply for local and national Mortar Board scholarships and fellowships to be used for graduate study. Each year in February a letter is mailed to juniors who are in the top 35 percent of their class. The letter invites those students to submit their essay, letter of recommendation, and other required information for consideration for Mortar Board membership. Selected students are "tapped" in one of their classes by USD Mortar Board members. The Mortar Board Initiation ceremony occurs in April.

University-Wide Centers

The university's three university-wide centers are described below. In addition, the university has academic centers and institutes that are offered within the College and schools that bring faculty and students together to pursue research, service, and outreach on scholarly and social topics. The academic centers and institutes can be viewed at Centers and Institutes (<http://www.sandiego.edu/academics/centers-and-institutes.php>).

Center for Inclusion and Diversity

The Center for Inclusion and Diversity (CID) at the University of San Diego serves the campus by coordinating, advocating, and assessing diversity and inclusion efforts across the institution. As a community of inquiry, the CID cultivates questions of difference and mutuality across curricular and co-curricular contexts. The University of San Diego holds deep commitment to developing and sustaining a diverse campus community in the broadest sense, including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. The center is located in the University Center, Room 225 or go to Center for Inclusion and Diversity (<http://www.sandiego.edu/inclusion>).

Center for Christian Spirituality

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

- workshops and seminars in spirituality and professional life;
- courses in spirituality and spiritual direction preparation; and,
- collaborative initiatives in social justice both within and outside the USD community.

Open to all. Student participation is welcome. For information, contact the Center for Christian Spirituality, Maher Hall, Room 253, or (619) 260-4784.

Frances G. Harpst Center for Catholic Thought and Culture

In essence, the CCTC's mission is concerned with helping USD and its neighbors to explore, understand and celebrate everything it means to participate in a university community that calls itself Catholic in the twenty-first century.

The Role of the Center

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.

Student Life and Services

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 Government and Organizations

Student Leadership and Involvement Center

For those interested in getting involved, making meaningful connections, and learning about leadership, the Student Leadership and Involvement Center (SLIC) is the place for you. The SLIC oversees the areas of student activities, leadership development, student organizations, Welcome Week, and Fraternity and Sorority Life. Through the SLIC, students can get connected to over 150 Student Organizations, Associated Students, Torero Program Board, and Fraternity and Sorority Life. The SLIC also provides resources for event planning and leadership trainings on how to better lead a group and affect change. Areas such as the Creative Zone and Student Involvement and Information Desk can help with marketing, team building, event planning support and involvement opportunities. Finally, all faculty/staff/administrator advisors use the SLIC's Advisor resources to help enhance and enrich the student leader experience.

Student Government

All undergraduate students belong to the Associated Students of USD, a self-governing student group. Officers of the Associated Students (AS) and members of its governing board are elected or appointed by the students. The AS Leadership Team serves the University of San Diego undergraduates as official representatives, who promote opportunities for growth and expression, address student issues, and enrich a diverse, inclusive, and engaged community. The Leadership Team is comprised of a president, vice president, speaker, directors and coordinators. The Student Senate is composed of a Speaker, Parliamentarian, Speaker Pro-Tem, and Senators (Academic and Residential). AS also works on solving student issues, financially supports several campus services, facilitates communication between student organizations, and serves as the official student voice to administration.

Torero Program Board

The Torero Program Board (TPB) is charged with coordinating all of the events and programs sponsored by the AS. They coordinate a variety of programs 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.

Student Organizations

The following is a list of registered undergraduate student organizations as of Spring 2014. 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 at slic@sandiego.edu (%20slic@sandiego.edu); (619) 260-4802. Complete descriptions of the organizations and clubs are available at Torero Orgs (<http://www.sandiego.edu/ToreroOrgs>).

Academic and Honor/Professional Organizations

Accounting Society
 Alpha Kappa Delta (Sociology)
 Alpha Kappa Psi (Business)
 Alpha Pi Mu (Industrial Engineering)
 American Marketing Association
 American Medical Students Association
 American Society of Mechanical Engineers
 Anthropology Club
 Architecture Society
 Beta Alpha Psi (Accounting)
 Beta Gamma Sigma (Business)
 Delta Sigma Pi (Business)
 Entrepreneurship Club
 Ethnic Studies Student Organization
 Finance Club
 Honors Student Board
 Institute of Electrical and Electronics Engineers
 Institute of Industrial Engineers
 Lambda Pi Eta (Communication Studies)
 Minority Association of Pre-Health Students
 Model United Nations
 Mortar Board
 National Society of Collegiate Scholars
 Phi Alpha Delta (Law)
 Phi Alpha Theta (History)
 Phi Beta Kappa (Academic Honor Society)
 Phi Delta Epsilon (Medicine)
 Phi Sigma Tau (Philosophy)
 Pi Delta Phi (French)
 Pi Sigma Alpha (Political Science)
 Pi Tau Sigma (Mechanical Engineering)
 Psi Chi (Psychology)
 Psychology Club
 Psychology Journal Club
 RX for Success
 Sigma Alpha Pi (Leadership)
 Sigma Delta Pi (Spanish)
 Sigma Tau Delta (Literature and English)
 Society of Women Engineers
 Student International Business Council
 Supply Chain Management Association
 Tau Beta Pi (Engineering)
 Theta Alpha Kappa (Theology and Religious Studies)
 USD Ad Club
 USD Chemistry Club
 USD Dental Club
 USD German Club
 USD Pre-Physical/Occupational Therapy Club

Multicultural Organizations

USD United Front Multicultural Center
 Taiwan Student Association
 Ethnic Studies Student Organization
 German Club
 Chaldean American Student Association
 South Asian Student Association
 Italian Culture and Language Organization
 Asian Students Association

Student Outreach and Recruitment

Folklorico and Mariachi Association
 Chinese Students & Scholars Association
 Spanish Club
 Saudi Students Association
 SHOGUN
 Native American Student Organization

Greek Life

Fraternities and Sororities

International Women's Fraternities/Sororities

Alpha Chi Omega
 Alpha Delta Pi
 Alpha Phi
 Gamma Phi Beta
 Kappa Alpha Theta
 Kappa Delta
 Kappa Kappa Gamma
 National Women's Multicultural Sorority
 Sigma Theta Pi

International Men's Fraternities

Beta Theta Pi
 Delta Tau Delta
 Lambda Chi Alpha
 Phi Gamma Delta (FIJI)
 Phi Kappa Theta
 Sigma Phi Epsilon
 Sigma Pi

Recreational and Sports Clubs

Climbing Club
 Club Baseball
 Club Surf Team
 Club Waterski
 DanceSport
 Dive Club
 Equestrian
 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

Intersarsity Christian Fellowship
 Students For Life

Special Interest Organizations

Adventure Club (Outdoor Club)
 Alcalá Club
 Art Feeds Club
 ASTRA
 Basement Society
 Be the Match
 Best Buddies
 Business of Health Care Club
 California Electro House Music Connection
 Campus Connections
 Cars@USD
 Chess Club
 College Republicans
 Colleges Against Cancer
 Community Coaching Center Ambassador Club
 Entertainment Industry Club
 Finding Refuge Club
 Founders Club
 International Buddy Program (IBP/Buddy Program)
 Invisible Children
 Lace Up Stand Up
 Leaders of Tomorrow
 Linda Vista Dollars for Scholars
 Marine Science Club
 Mathigami
 Opera Appreciation Club
 Origami Club
 Pre-Students of Osteopathic Medicine Association
 Project Livingstone
 Shelter San Diego
 STAND
 Student Homeless Alliance
 Student Veterans Organization
 Students for Barack Obama
 The Bullpit
 The USD Microfinance Club
 Theology and Religious Studies Club (THRS Club)
 THINK (USD THINK)
 Treble Threat
 University of San Diego Study Abroad Ambassadors Club
 University of San Diego Young Americans for Freedom (YAF)
 USD Army Club
 USD eSports
 USD LiNK
 USD Pre-Physical/Occupational Therapy Club
 USD Swing Dance Club
 Women in Politics & Public Policy
 Worldwide Orphanage Relief Corporation
 Young Americans for Liberty
 Young Democrats

Campus Recreation and Sports

Campus Recreation offers members of the university community many opportunities to use their leisure time constructively 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, Mission Café and Fitness Center, Manchester multi-use field,

softball field, and 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 (as for-credit or non-credit) 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 master's swim training program, injury rehabilitation, specialized weekend fitness classes and Group Ex Fitness. Group Ex Fitness is a flexible program encouraging participants to take and enjoy a wide variety of weekly fitness classes that best meet the needs of their schedule for one low fee. For additional information, contact the Mission Fitness Center at (619) 260-7488 or go to Mission Fitness Center (<http://www.sandiego.edu/mfc>).

Special Events

The Special Events 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 may include: Family Weekend golf tournament, Campus Challenge Beach Volleyball, wellness workshops and specialty classes, the Amazing USD Race 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 online registration page.

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, 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 and community special events for graduate students only.

Sports Clubs

Sports Clubs are student-registered organizations administered through the Campus Recreation department. USD students may become a member of a competitive and/or recreational sports club on campus. Competitive Sports Clubs include: Baseball, Equestrian, Men's and Women's Lacrosse, Men's Rugby, Men's and Women's Soccer, Men's and Women's Volleyball, Surf, Men's Water Polo, Water Ski, Ultimate Frisbee, Rock Climbing, Tennis, Golf, Running and Roller Hockey. These clubs compete in local and national collegiate leagues plus host tryouts. Recreational Sports Clubs include: Dance Company, Cheer and Quidditch. These clubs may compete in competitions; however they tend to sponsor recreational activities as their primary function. For more information on sports clubs go to Sports Clubs (http://www.sandiego.edu/campusrecreation/sports_clubs).

Torero Well-Being Zone

The Torero Well-Being Zone is an initiative developed to address the wellness needs of our campus community. Transcending a physical space, The Zone is a state of mind, a way of living, and an opportunity for members to holistically explore and discover themselves in mind, body and spirit. Campus Recreation plans to offer both structural and informal opportunities in The Zone including fitness baseline testing, personal fitness testing and wellness education.

University Fitness

University Fitness (USD FIT) is a branch of Campus Recreation and is dedicated to developing the minds, bodies and souls of the campus community. Services are centered in the Bradford Lee Bosley Mission Café and Fitness Center, a wellness focused facility located in the heart of Mission housing. Supporting the mission and values of USD, the center promotes healthy lifestyle choices and social interaction to enhance the total student experience. USD FIT offers group exercise classes and personal training at nominal fees to the campus community. For more information please go to Mission Fitness Center (<http://www.sandiego.edu/mfc>). USD community members may also enjoy informal use of the JCP McNamara Fitness Center and the Sports Center.

Outdoor Adventures

Outdoor Adventures, which is part of Student Affairs, 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. Outdoor Adventures is located in the University Center, Room 136, (619) 260-4709 or go to Outdoor Adventures (<http://www.sandiego.edu/oa>).

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. Sanctioned men's and women's athletic teams represent the university in Division I National Collegiate Athletic Association (NCAA) competition as members of the eight-team West Coast Conference. (The football team competes in the NCAA Division IA Pioneer Football League, the swimming and diving team competes in the Western Athletic Conference and the women's softball team is in the Pacific Coast Softball Conference). The university is represented in the following Division I sports: baseball, basketball, rowing, cross country, football, men's golf, soccer, rowing, cross country, softball, swimming and diving, tennis, track and field and women's volleyball.

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.

Child Development Center

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 MFCDC (<http://www.sandiego.edu/mfcdc>).

Dining Services

USD students enjoy excellent value and maximum flexibility when dining on campus. USD Dining offers several different Meal Plans suitable for every student. All plans offer high quality, fresh, diverse foods created by an award-winning team of culinarians. Most plans also include complimentary guest meals and meal equivalencies to dine anywhere on campus. Our dining locations provide much more than sustenance — we are proud to provide attractive, comfortable settings where students may gather to study and socialize.

Campus dining locations: Pavilion Dining (six micro restaurants), Tu Mercado (market/deli), Bert's Bistro, Frank's (lounge), La Paloma, Missions Café, Aromas (coffeehouse), Torero Tu Go (food truck) and La Gran Terraza restaurant.

For additional information on campus dining and meal plans please visit: Dining Services (<http://www.sandiego.edu/dining>).

Mail Center

The Mail Center is currently located on the eastern end of the ground floor of Loma Hall. Manchester Village residents have mailboxes located down the hall from the lobby in Building II.

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. For more information: (619) 260-2204, or go to Mail Center (<http://www.sandiego.edu/mailcenter>).

One Stop Student Center

The One Stop Student Center provides specially trained counselors to help students manage all business transactions dealing with financial aid, student accounts and registration in one location. Examples of services include: register for, add, or drop classes online; check degree status; pay tuition and fees; review financial aid awards; receive grades; order transcripts; etc.

Additionally, students can access many of these services through their MySanDiego portal. These can be found on the Torero Hub tab and include My Academics, My Financial Aid, and My Student Account.

The One Stop Student Center is located in the University Center, Room 126, (619) 260-2700, onestop@sandiego.edu (%20onestop@sandiego.edu), or go to One Stop (<http://www.sandiego.edu/onestop>).

Parking Services and Transportation

Parking Services

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. A valid USD parking permit must be

displayed at all times while parking on campus and vehicles must be parked in the area appropriate to the permit issued.

Parking Services is located in the University Center, Room 102, (619) 260-4518 or go to Parking (<http://www.sandiego.edu/parking>).

Tram Service

USD provides an on-campus shuttle service that moves students, faculty, staff and visitors to various stops on the campus. The Tram Service also provides morning and evening service to Old Town Trolley Station. The Tram Service operates full time during the fall and spring semesters and on a limited basis during intersession and summer. For more information on the tram service go to Tram_Services (http://www.sandiego.edu/safety/tram_services).

Public Safety

The Department of Public Safety is open 24 hours a day, 7 days a week and provides a full range of community-oriented crime prevention and crime control services to contribute to the safety and security of the campus community. Public safety officers patrol the campus around the clock, seven days a week. The department also offers a dusk-to-dawn public safety escort for community members walking to any location on campus or within a one-mile radius. Emergencies on campus should be reported directly to Public Safety calling ext. 2222 from any on-campus phone or (619) 260-2222 from an off-campus phone. Non-emergency situations can be reported at ext. 2222 or by calling (619) 260-2222 from an off-campus phone.

Public Safety complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act through the Daily Crime and Fire Log available on the Public Safety website at Public Safety (<http://www.sandiego.edu/safety>).

Residential Life

The purpose of the Department of Residential Life is to enhance and support the mission of the university and facilitate student learning. Resident students can expect to find supportive faculty, students, and staff, in addition to 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 with a strong sense of community.

Resident living accommodations house approximately 2,600 undergraduate students. First-year students live in themed living learning communities, while second-year students live in apartment-style housing communities. Juniors and seniors are also able to choose to live in on-campus apartments, as space allows. Rooms are available in traditional dormitory style, suite-style living areas, and apartment units. Residence hall and University Ministry staff are present in each living area to serve as a resource for students.

Beginning Fall 2014, all unmarried first- and second-year students who are not commuting from the primary (i.e. full-time) home of their parent(s) or legal guardian, are required to live on campus at USD if they are: under 20 years of age on the contract start date (subject to change); and have less than 60 completed units; and have not completed four (4) full time enrolled semesters. All contracts are for the full academic year, which consists of both fall and spring semesters, or if entered into after the beginning of the academic year, for the remainder of that academic year.

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, San Antonio de Padua, 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 at published rates. Summer housing is also available in Manchester Village, San Antonio de Padua, Presidio and University Terrace Apartments, which requires an additional cost and application. Specific terms and conditions regarding student housing are included in the Housing and Dining Services Agreement that is provided to all resident students.

For more information, please go to: Residential Life (<http://www.sandiego.edu/residentiallife>).

Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, go to 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)

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 create 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, stop by in Hahn University Center, Room 161, or go to CHWP (<http://www.sandiego.edu/chwp>).

Counseling Center (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 also available. 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, or for more information go to USDCC (<http://www.sandiego.edu/usdcc>). For after-hour emergencies, the counselor on-call can be reached by calling the Department of Public Safety at (619) 260-2222.

Disability and Learning Differences Resource Center

The Disability and Learning Differences Resource Center (DLDR) provides specialized resources and services to enrolled students with documented disabilities and/or learning differences. These services include academic

accommodations, disability management counseling and coordinating with other departments (e.g. housing, parking, public safety) to provide assistance.

To receive support from DLDRS, 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 at Disability Services (<http://www.sandiego.edu/disability>).

Once the disability has been verified by DLDRS, 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 Disability Services at (619) 260-4655 as soon as possible to discuss documentation and any other issues, come to Serra Hall, Room 300, or go to Disability Services (<http://www.sandiego.edu/disability>).

Student Health Insurance Plan

All University of San Diego undergraduate and graduate full-time students are required to carry health insurance. This requirement ensures that students in need of health and/or mental health care beyond the scope of services provided at USD by the on-campus Wellness Units, can access the appropriate resources in the community.

When students access their Student Bill for the Fall semester they will notice a charge for the USD sponsored Student Health Insurance Plan on their Student Account. Students will have the option of accepting coverage or waiving the charge if they are already have health insurance. To waive coverage students just have to answer a few simple questions online regarding their current insurance to remove this charge.

For more information about the USD sponsored Student Health Insurance Plan and how to waive or accept, go to Student Health Insurance Plan (<http://www.sandiego.edu/healthinsurance>).

Student Health Center (SHC)

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. 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 are 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. Students enrolled in the USD sponsored Student Health Insurance Plan reduce their out-of-pocket costs when seeking care at the [USD Student Health Center](#) and obtaining a referral before seeking care from a community provider.

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

The Student Health Center is located in Maher Hall, Room 140, (619) 260-4595, or go to Student Health Center (<http://www.sandiego.edu/healthcenter>).

Torero ID Card

Campus Card Services - Torero ID Card

The Campus Card Services Office is responsible for the Torero ID Card, CampusCash, maintenance of meal plans and the student telephone system. The Torero Card is a campus ID card that has a wide range of services: Campus Cash, Meal Plans, library privileges, athletic center, dining facilities, Student Health Center, Media Center, Housing and Residential Life (Door Access), pay-for-printing and copying, Torero Store, US Bank ATM/debit card and some off-campus vendors.

CampusCash is a prepaid declining balance account managed through your USD ID card and is the key to all your purchases and campus services at USD. Lost or stolen ID cards must be reported immediately to the Campus Card Services Office or (619) 260-5999. If not reported within 24 hours, you will be responsible for any charges accrued, or loss of funds. Students may also flag their id cards as lost on the Campus Cash website: campuscash.sandiego.edu. After logging into your account select the 'Report Lost Card' option.

Campus Card Services is located in the University Center, Room 127. The office is open Monday through Friday. For more information call (619) 260-5999, email campuscard@sandiego.edu, or go to www.sandiego.edu/campuscard.

Torero Store

The USD Torero Store, located in Loma Hall, stocks all required textbooks (new, used, rental and e-books) 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.

The USD Torero Store is located in Loma Hall, (619) 260-4551 or go to Torero Stores (<http://www.usdtoreroStores.com>).

University Center and Student Life Pavilion

The Hahn University Center and the Student Life Pavilion function as the focal point of student life on campus and provides Toreros with the experiences, resources and amenities they need to succeed — both in and out of the classroom. Our focus is to provide a heightened sense of community for undergraduate students, graduate and law students, faculty, staff, alumni and visitors through state-of-the-art service, innovative technological resources and first-rate dining and hospitality options.

The Hahn University Center (UC) provides facilities and related support services for a wide range of educational and social activities. The Office of the Vice Provost for Student Affairs, Dean of Students, Student Life offices and Student Wellness are located in the UC. 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.

1st Floor: Campus Card Services; Center for Health and Wellness; Center for Awareness, Service and Action; Center for Student Success; Commuter Lounge; One Stop Student Center; Outdoor Adventures; Parking Services; US Bank branch.

2nd Floor: Office of Student Affairs, Dean of Students; Student Life; Center for Inclusion and Diversity; Frank's Lounge; Student Support Services; University Ministry.

The Student Life Pavilion (SLP) is an extension of the UC and the first gold LEED building on campus. The 50,000-square-foot SLP features a wide-range of dining options, an organic market and numerous spaces for student government, Greek life and student centers and organizations. The first floor which offers twelve unique dining options encompassing an array of international cuisine.

- 1st Floor: Pavilion Dining with 12 unique dining options.
- 2nd Floor: Tu Mercado grocery store; L'atelier deli.
- 3rd Floor: Creative Zone; Student Leadership and Involvement Center that brings together AS leadership, student organizations and Greek life; Student Lounge.
- 4th Floor: Graduate and Law Commons; Honors Program Office and Lounge; International Student Lounge; United Front Multicultural Center; USD TV; USD Radio Station; Vista Newspaper; Women's Center.

United Front Multicultural Center

The United Front Multicultural Center (UFMC) 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 UFMC 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."

The United Front Multicultural Center supports USD's 18 multicultural student organizations. The center's work focuses on social justice, identity development and student leadership.

University Ministry

University Ministry: A Place to Belong, Believe and Become

University Ministry supports all members of the USD community — including people from all faith traditions as well as those still searching for their religious identity — to grow spiritually during their time on campus. Committed to the truth that we are better when we are together in community, all are welcome to participate in the vibrant, inclusive and joyous faith community on campus.

In addition to a variety of retreats, immersion trips, local service opportunities, faith-sharing communities, Masses, and other programs, University Ministry helps students ask and answer the big questions of life: What do I believe? Where and when do I experience God most powerfully? Where does my deep gladness meet the world's great hungers? What is my life's purpose? How can I live most joyfully and generously?

All of our activities 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 Christian conscience

In particular, we invite you to join us for one of the 7 or 9 p.m. Sunday evening Eucharistic liturgies in Founders Chapel. During these vibrant celebrations of our faith the campus community is renewed and refreshed for the on-going work of finding God in the midst of our study, work, and play.

For more information about our center, please visit us in the Hahn University Center, room 238, call (619) 260-4735, or go to University Ministry (<http://www.sandiego.edu/um>).

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

1. Graduation from secondary school, completion of a General Education Diploma (GED), or State High School Proficiency Examination.
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 Reasoning Test 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 letter of recommendation.
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, please review the Shiley-Marcos School of Engineering (<http://catalogs.sandiego.edu/colleges-schools/engineering>) portion of this course catalog.

Advanced Placement

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. Score requirements vary for each test. Go to Exam Credits (http://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

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 Approved Exam Credits (http://www.sandiego.edu/cas/academics/approved_exam_credits.php) for a current listing of credits awarded.

Advanced Standing

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, complete the GED or State High School Proficiency Examination 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

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.

1. A candidate should obtain the Application for Admission from the Undergraduate Admissions website and submit electronically 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 Reasoning Test (including writing), of the College Entrance Examination Board and/or the 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, the Office of Undergraduate Admissions will inform the student of the action taken on the application according to the calendar published on the Undergraduate Admissions website.
6. 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.
7. 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.

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.

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 or the International English Language Testing System (IELTS). The SAT Reasoning Test 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 College Board (<http://www.collegeboard.com>).

All international students accepted by the university who require an 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 submitting a deposit and upon receipt of the Certification of Finances form 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 U.S. Department of Veterans Affairs (<http://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

Tuition and Fees

2014-2015 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, students should go to Student Accounts (<http://www.sandiego.edu/studentaccounts>) or make inquiries at the One Stop Services Center, Hahn University Center Room 126, prior to the registration/fee payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2014-2015; amounts for the 2015-2016 academic year have not been determined as of the date of publication. The fees listed take effect with the beginning of Summer Session 2014.

Tuition

Tuition 2014 - 2015

1-11.5 units, per unit	\$1,460
12-18 units, per semester	\$21,165
Over 18 units, per additional unit	\$1,460
Auditing is \$160 per credit hour	

Note: Tuition for 2015-2016 has not been determined. It is expected to increase.

Other Required Fees

Associated Student Fees

12 or more units, per semester	\$105
7-11.5 units, per semester	\$39
3-6.5 units, per semester	\$9

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

Other Required Fees

Student Health Services Fee, per semester	\$110
Student Life Pavilion	
Full-Time	\$70
Part-Time	\$35
Transcripts (each)	\$10
Vista Fees (per semester)	\$4

Miscellaneous Fees*

Credit by Examination (per credit hour)	\$160
Competency Exam Fee	\$25
ID Replacement Fee	\$15
Returned Check Charge	\$25

Parking Fees**

Resident Permit	\$280
Commuter Permit	\$255
Motorcycle Permit	\$45

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

**The parking fees for 2015-2016 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.

Deposit Fees

2014-2015

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 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

Room and Meal Plans

Residential life is a vital part of the USD experience, so we require that students live on campus for their first and second years. All unmarried first and second year students must live in university housing (with exceptions possible based upon age) unless they will be commuting from the primary, full-time home of their parent(s) or legal guardian in San Diego County. Residents must be currently enrolled full-time students at USD (and making normal progress toward completion of a degree) during the period of occupancy.

First-year students live in themed living learning communities, while our second-year students live in apartment-style housing communities. Juniors and seniors are also able to choose to live in our on-campus apartments.

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

Exceptions to these policies will be considered by the Director of Housing, but must be requested in writing and approved prior to the start of the agreement period for occupancy (i.e. prior to checking into the residence hall or to making permanent plans to live off-campus).

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. Each student is financially responsible for payment of fees and charges assessed to his/her student account. Students receive bill notification electronically via their USD e-mail address. Payment of fees is due by the specified published due dates. Account must be kept current in order to maintain enrollment eligibility and receipt of official University documents and services. 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. Delinquent account information may also be disclosed to credit reporting agencies, which could endanger the student's credit rating. 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 respectively. (See Academic Calendar, page 6 for specific dates.) A late registration fee may be charged to students who do not complete fee payment by the deadline in the academic calendar. A monthly interest late payment penalty of .8333% will be imposed on all students who do not complete fee payment by the deadline in the Academic Calendar. The monthly percentage of .833 is calculated by dividing the 10% APR by 12 months. 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.

There is a \$25 service charge for returned checks. A monthly interest late penalty, 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. Courses added after the published payment deadline must be paid in full at the time of registration.

Note: 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 \$150 late payment 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 My Student Account page, under the Torero Hub tab of the MySanDiego (<https://myauth.sandiego.edu/cas-web/login?service=https%3A%2F%2Fmy.sandiego.edu%2Fc%2Fportal%2Flogin>) portal. 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 ensure all of the requirements of the award are met. You may check the requirements by logging on the MySanDiego (<https://myauth.sandiego.edu/cas-web/login?service=https%3A%2F>

<https://my.sandiego.edu/cas-web/login?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal and clicking on the Financial Aid page, under the Torero Hub tab of the MySanDiego (<https://myauth.sandiego.edu/cas-web/login?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal. Failure to do so will subject the student to incur monthly interest late charges.

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.

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 (<https://myauth.sandiego.edu/cas-web/login?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal, under the Torero Hub tab select "My Student Account" page.
4. Adjustments are made to monthly installment plan payments as charges and/or credits occur.
5. In the event of a contract default, USD may refuse the student or contract buyer a subsequent installment contract.
6. 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.
7. A \$50 processing fee is required upon execution of the monthly installment plan per semester.
8. Automatic deduction from a checking or savings account is available.
9. Tuition, and room and meal plan payments received are refundable in accordance with the university's published refund policy.
10. Installment payments are not available for study abroad programs, summer or intercession.

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.

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' Log into the MySanDiego portal, under the Torero Hub tab select "My Student Account" page, then click "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.

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 Office of Financial Aid (<http://www.sandiego.edu/financialaid>).
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 47.

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 36). 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 Scholarship
 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-Smolin 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.

Student Employment

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.

Academic Programs

The University of San Diego offers 42 undergraduate degrees, several with areas of specialization, 50 minors, which can be taken in conjunction with various majors, graduate degrees with many areas of specialization, several certificate programs, and teacher credential programs recognized by the California Commission on Teacher Credentialing.

A USD education combines the vibrancy of the liberal arts with academic rigor in a supportive learning community. Our professors are distinguished scholars and devoted teachers.

Our students are challenged to question and expand their knowledge in the classroom and to extend their learning through research, community engagement, and global education in an environment of interdisciplinary collaboration.

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.

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 and Performance Studies
 BA in Theology and Religious Studies
 BA in Visual Arts

Shiley-Marcos School of Engineering

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

School of Business Administration

Bachelor 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

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
 Philosophy
 Physics
 Political Science
 Psychology
 Sociology

Spanish
Theatre Arts
Theology and Religious Studies
Visual Arts

Joan B. Kroc School of Peace Studies

Peace and Justice Studies

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

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

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.

Mathematical Competency

Students must demonstrate competency either by completing one of the approved mathematics core curriculum classes or by passing an examination in mathematics.

Mathematics Core Curriculum Classes

MATH 112	Investigations in Modern Mathematics	3
MATH 115	College Algebra	3
MATH 130	Survey of Calculus	3
MATH 150	Calculus I	4

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.

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.

Theology and Religious Studies

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

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.

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.¹

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

CHEM 101	Chemistry and Society	3
CHEM 103	DNA Science and Technology	3
CHEM 105	Physical Sciences for K-8 teachers	3
CHEM 111	Chemistry and Society with Laboratory	3
CHEM 151	General Chemistry I	3

Environmental Studies

ENVI 104	Natural Disasters	3
ENVI 110	Introduction to Earth Systems	4

Marine Science

MARS 101	Physical Aspects of the Ocean	3
----------	-------------------------------	---

Physics

PHYS 101	Physics and Society	3
PHYS 105	Physical Sciences for K-8 Teachers	3
PHYS 107	Astronomy	3
PHYS 117	Astronomy with Lab	3
PHYS 136	General Physics I	3
PHYS 270	Introduction to Mechanics	3

Electrical Engineering

ELEC 102	Introduction to Electro-Technology Practice	3
----------	---	---

2. Life Sciences

Biology

BIOL 101/111	Survey of Biology	3
BIOL 102/112	Ecology and Environmental Biology	3
BIOL 103/113	Plants and People	3
BIOL 104/114	Topics in Human Biology	3
BIOL 105/115	Physiology of Exercise	3
BIOL 110	Life Science for Educators	3
BIOL 112	Ecology and Environmental Biology with Lab	3
BIOL 190	Introduction to Evolution	3
BIOL 221	Introduction to Organismal Diversity	3
BIOL 225	Introduction to Cell Processes	3

Environmental Studies

ENVI 112	Ecology and Environmental Biology	3
ENVI 121	Life in the Ocean	4

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.

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.

First-Year Experience

First Year Experience (<http://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. The flagship program of the First Year Experience is known as the Living-Learning Community Program, which features programming leading to both academic integration and community development.

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

First Year Experience Program Key Terms

Torero Countdown and OLÉ! Weekend

USD’s orientation experience for first-year students is called *Torero Countdown* and begins during the summer. *Torero Countdown* culminates with *OLÉ! (Orientation Launch Events) Weekend*, the four-day, on-campus experience just before classes begin. *Torero Countdown* and *OLÉ! Weekend* are 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.

Living-Learning Community (LLC) Program

Living-Learning Communities (LLC's) integrate both of the two feature components of the first year – the Preceptorial Program and the Residential Life Experience. All incoming first-year students will join a Living Learning Community (LLC). A Living Learning Community (LLC) 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, the natural world, sustainability, or faith and reason.

Preceptorial Program

The *Preceptorial Program* is one of the foundational components of USD's First Year Experience. The program involves faculty advisors known as *preceptors*, who provide both instruction and advising for incoming first-year students in a small class called the *preceptorial class*. Preceptorial courses span the academic disciplines, fulfill a core curriculum requirement and count toward graduation. In this class, there is also a peer student mentor known as a *Preceptorial Assistant* (PA) who serves as a liaison to the preceptorial faculty member, mentor to new students, and general resource for first-year students. PAs also plan and implement outside-of-class activities to assist students with the transition to college.

Residential Life Experience

Residential Life is another central component of USD's First Year Experience. All first-year students are required to live on campus during the first year and 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.

General Requirements for 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.

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.

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 Honors Senior Thesis Seminar) 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	Hours
Honors Preceptorial	4

Semester II	
Lower-Division elective	3

Sophomore Year

Semester I	
Team-taught course or Single-taught course	3-4

Semester II	
Same as Semester I	3-4

Junior Year

Semester I	
Team-taught course or Single-taught course	3-4

Semester II	
Same as Semester I	3-4

Senior Year

Semester I	
Independent Study	1-3

Semester II	
Senior Colloquium	3

Honors Course (HNRS)

HNRS 495 | HONORS SENIOR THESIS SEMINAR

Units: 1-4

Prerequisites: Passing the appropriate departmental placement test within the previous year

Intersession and Summer Sessions

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 Summer and Intersession Office (<http://www.sandiego.edu/sio>).

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 of the session (i.e., 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 must register and pay for their remaining classes by May 1, and take all their remaining courses in USD's Summer Sessions. Withdrawing from summer course(s) after having participated in the commencement ceremony will result in being charged a forfeit fee equal to 100% of the tuition charges for the enrolled summer classes. The summer sessions class schedule may be obtained at the Summer and Intersession Office (<http://www.sandiego.edu/sio>), Founders Hall, Room 117 or go to Summer and Intersession Office.

The Summer Sessions Catalog provides a detailed listing of summer courses, enrollment information, fee payment options and deadlines.

Preparation for Law School and Health Profession Programs

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 Pre-Health Advising (<http://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 Pre-Law Advising (<http://www.sandiego.edu/cas/academics/advising/prelaw.php>).

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 (catalogs.sandiego.edu/undergraduate/courses/mils) 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 NROTC (<http://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 NROTC (<http://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

NAVS 101	Introduction to Naval Science	3
NAVS 102	Seapower	3

Sophomore Year

NAVS 201	Leadership and Management	3
NAVS 202	Navigation (Navy option only)	3

Junior Year

NAVS 301	Naval Engineering	3
NAVS 302	Naval Weapons (Navy option only)	3
NAVS 310	Evolution of Warfare (Marine option only)	3

Senior Year

NAVS 401	Naval Operations (Navy option only)	3
NAVS 410	Amphibious Operations (Marine option only)	3
NAVS 402	Leadership and Ethics	3

2. Other courses required by the U.S. Navy:

Calculus (one year) ¹

Regional Studies/World Cultures (one semester) ¹

Physics (calculus-based) (one year) ¹

English (one year) ¹

National Security Policy or American Military History (one semester)

¹ Navy Option only

See Naval Science course descriptions (catalogs.sandiego.edu/undergraduate/courses/navs).

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.

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.

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

Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3**

A general introduction to the naval profession and to concepts of seapower. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers ethics, basic leadership skills, naval courtesies and customs, military justice, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer.

NAVS 102 | SEAPOWER**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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.

NAVS 310 | EVOLUTION OF WARFARE**Units: 3**

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategies, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

NAVS 401 | NAVAL OPERATIONS**Units: 3**

An in-depth study of inland and international laws and systems of regulations that govern conduct of vessels in national waters and on the high seas. The basic forms of naval communications will be covered, as well as the basic terms and procedures associated with replenishment at sea (UNREP). Extensive discussions on the interrelationship between authority, responsibility, and accountability within an organization. Students will be challenged with demonstrating, in officer leadership situations, an understanding of the influence on a leader's ability to achieve organizational goals.

NAVS 402 | LEADERSHIP AND ETHICS**Units: 3**

Leadership and Ethics is the capstone course of the NROTC academic curriculum and provides senior midshipmen and officer candidates with some of the tools necessary to be effective junior officers. We emphasize values and the ethical foundations of leadership. Philosophical interpretation and dialog will be used extensively throughout the course. The course is organized into two modules of study. The first module is about ethical foundations and philosophies. The second module explores military law and moral/religious issues. Recommend taking NAVS 201 – Leadership and Management prior to this course.

NAVS 410 | AMPHIBIOUS OPERATIONS**Units: 3**

A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. Emphasis is placed on the evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the rapid Marine air-ground task force concept, are explored.

Requirements for Major and Minor

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. Double counting of courses toward two majors is not permitted for interdisciplinary majors (e.g., Ethnic Studies, Environmental Studies, Interdisciplinary Humanities, International Relations, and Liberal Studies).

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.

Study Abroad Opportunities

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 has consistently ranked within the top three 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.

USD students in good standing may apply for a variety of international study abroad programs affiliated with the university. Each of the individual schools and colleges offer graduate level study abroad opportunities. For more information, contact the Office of International Studies Abroad, (619) 260-4598 or go to International Center (<http://www.sandiego.edu/international>).

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; and Antigua, Guatemala.

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, Austria, China, England, France, Indonesia, Jamaica, South Africa, Spain and Turkey.

Semester Abroad Opportunities

USD Madrid Center

USD's very own Madrid Center opens in Fall 2014 in the heart of Spain's capital city. Students have the opportunity to immerse themselves in Spanish culture while completing courses in business, humanities and social sciences. Students live in home-stays with local families and each student participates in a 10-day travel seminar which visits different regions of Spain. Please visit the USD Madrid Center (https://exchange.sandiego.edu/owa/redirect.aspx?C=yFdvwRerLke9I-OF3kU8JZY_TSi-Y9EI-r6MQKlZnQrBxQhd0ZGoU-uaLdNECKMaXW86zBwVbDk.&URL=http%3a%2f%2fwww.sandiego.edu%2fmadridcenter) web site for more information.

USD Partner Programs

Studying abroad for a semester or year is possible through the over 80 USD partner programs coordinated by the Office of International Studies Abroad. These programs vary in size and scope and are located all throughout the world. USD Financial Aid packages travel with a student for up to one semester abroad. Please be sure to visit the Office of International Studies Abroad (https://exchange.sandiego.edu/owa/redirect.aspx?C=yFdvwRerLke9I-OF3kU8JZY_TSi-Y9EI-r6MQKlZnQrBxQhd0ZGoU-uaLdNECKMaXW86zBwVbDk.&URL=http%3a%2f%2fwww.sandiego.edu%2fstudyabroad) to learn more about these options as well as to learn more about financing a semester or year abroad.

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.

Additional Information

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 USD Abroad (<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 Study Abroad (<http://www.sandiego.edu/studyabroad>).

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 Ahlers Center (<http://www.sandiego.edu/ahlers>).

Academic Regulations

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.

Registration

Only students who have been officially admitted to USD's undergraduate degree program, or as a special student taking a maximum of six units, are permitted to register. Registration takes place only when the student completes and submits all appropriate forms and pays all required tuition and fees. No credit will be granted for courses in which a student is not officially admitted and registered.

Registration Deadlines

Students are responsible for adhering to the deadlines for registration, payment, withdrawal and change of registration listed in the Academic Calendar, published in the Undergraduate Course Catalog, the Summer Sessions Course Catalog, the Intersession Course Catalog and in registration instructions distributed subsequently.

New Undergraduate Students

Information regarding registering for classes will be e-mailed to students and will be also be available in the MySanDiego portal after receipt of their enrollment deposit, beginning in late May. A freshman advising questionnaire will be provided, which includes information about courses and schedules. Completing this questionnaire begins the registration process and the matching of students to an academic advisor. Upon arrival at USD, all international students must report promptly to the Office of International Students and Scholars.

Continuous Registration

Upon matriculation, students are expected to register every fall and spring semester until all degree requirements have been completed. Exceptions to this policy will be made for students who have been approved for a leave of absence (see Leave of Absence).

Change of Course Registration - Dropping or Adding Courses

In the regular fall and spring semesters, courses may be added during the first eight days of class and may be dropped until the 10th week of the semester, without risk of academic penalty. 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. Unofficial withdrawal from a course results in a grade of F. For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession course catalogs or go to Summer and Intersession Office (<http://www.sandiego.edu/sio>).

Freshman students must have the approval of the preceptor to add or drop a course.

Students who receive any form of financial aid must consult with the One Stop Student Center if their registered units drop below the required number of units for continuation of aid.

Students who discontinue class attendance and neglect to withdraw officially from the course are subject to failing the class. Courses dropped before the last day to add a class will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of 'W' (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the university (e.g. terminate all courses in progress) must officially drop their courses by filing an Undergraduate Student Withdrawal Form with the Center for Student Success. The same drop policies and deadlines apply to students who withdraw from the university as for those who drop only one course (see also Withdrawal from the University).

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.

Change of Address

Students are responsible for informing the Registrar's Office in writing of any change in either their permanent or local address so that they will receive all information vital to their enrollment. Failure to receive instructions due to an incorrect address will not be considered a legitimate reason for a policy exception if the student did not file a Change of Address form in the One Stop Student Center prior to the mailing of the information.

Email Accounts

All USD students are required to have a MySanDiego email account. The university may conduct official business by sending notices or other information to the student's USD email address. It is the student's responsibility to check regularly his or her account and to respond to any notices or information in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

Declaring the Major

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.

Leave of Absence and Withdrawal

Leave of Absence

An official leave of absence is an approved, limited suspension of participation in an undergraduate program during the fall and/or spring semester. A leave allows students to take time off and return to the university without applying for readmission. Under ordinary circumstances, leaves will be granted for up to one calendar year. Students who fail to return (or obtain permission to extend their leave at the end of the approved term) and who later wish to return to the university, will be required to reapply for admission under the admission and degree requirements in effect at the later date.

Because students are not registered during a leave, they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on leave of absence. In addition, the leave may trigger the beginning of the loan repayment period for students with loan deferments.

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.

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 withdrawal will be effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment

after the withdrawal deadline due to a documented emergency may petition their respective dean for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review. International students must follow the same procedures and, in addition, obtain clearance from the Office of International Students and Scholars located in Serra Hall, Room 316.

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.

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.

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 register in courses which carry upper division credit, the student is normally required to have a combination of completed and in progress units totaling at least 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.

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 all of whose members are 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 which are uniform and which should be understood by all. Violations of academic integrity include:

1. unauthorized assistance on an examination;
2. falsification or invention of data;
3. unauthorized collaboration on an academic exercise;
4. plagiarism;
5. misappropriation of research materials;
6. any unauthorized access to an instructor's files or computer account; or
7. any other serious violation of academic integrity as established by the instructor.

An act 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 but are not limited to probation, a letter of censure, suspension, or expulsion. Copies of the full policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, academic deans and in the USD Policies and Procedures Manual. Instructors also explain other specific expectations regarding academic integrity in their classes.

Graduation and Commencement

Completion of Degree Requirements —The Petition to Graduate

In order to be cleared for degree completion, students must file a Petition to Graduate in the One Stop Student Center by the deadlines outlined in the Academic Calendar in the front of this course catalog. There are three graduation dates: Jan. 31, May 31 and Aug. 31. The effective degree date for students who complete their program requirements by the posted deadline for the fall semester and Intersession will be Jan. 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree recorded in their transcript effective Aug. 31.

Participation in Commencement Ceremonies

Commencement participation and program listing at the annual May ceremony are limited to graduates who have completed the degree in the previous summer, fall, or Intersession and to May candidates who met the graduation petition deadline and have completed all work for the degree prior to Commencement.

There is the following exception: 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.

General Information

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.

Change of Address

Students are responsible for informing the Registrar's Office in writing of any change in either their permanent or local address so that they will receive all information vital to their enrollment. Failure to receive instructions due to an incorrect address will not be considered a legitimate reason for a policy exception if the student did not file a Change of Address form in the One Stop Student Center prior to the mailing of the information.

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.

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.

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 practicals, 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.

Transcripts, Academic Records and Diplomas

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Registrar in Founders Hall, Room 117. See table of fees for transcript cost. Instructions for requesting transcripts can be found at Transcripts (<http://www.sandiego.edu/registrar/transcripts.php>).

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 DARS (Degree Audit Report) is a list of requirements for each student's major and the courses that have been taken to meet the requirements. It is designed to keep students updated on their academic progress and to let them know if waived or transferred courses have been approved and processed. Students may access their degree audit using their email login at USD's MySanDiego portal.

The diploma is issued by the Office of the Registrar to students who have petitioned to graduate and have been cleared for degree completion by the program, by the Registrar's Office and by other pertinent offices on campus. The diploma will be sent after the term in which requirements are completed. Diplomas for January and August graduates will be ordered at the end of the month of their respective terms (e.g. Jan. 31 and Aug. 31) and only after final requirements have been submitted. Additionally, students must be cleared to graduate by their program directors.

Transcripts and diplomas will not be released to students who have an outstanding balance with student accounts.

Credit and Grading System

At the end of each semester or session, a student's grade and credit in semester-hours for each course taken is recorded on the transcript and the grade report, accessible through the MySanDiego portal. 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; I, incomplete.

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

Transfer of Credit

The following principles apply to transfer of undergraduate credit to the university:

1. Credit must be from an accredited, USD-approved university. However, students should note that USD has full discretion concerning which credits are applicable to its curricula and are therefore transferable.
2. Credit must be at the undergraduate level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Transfer courses cannot repeat essentially the same content of work taken at USD, except in the cases where a grade of D or F was received in the USD course.
4. A grade of "C-" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
5. All courses transferred to USD are transferred for unit credit only and are not calculated into the GPA.
6. The number of credit hours transferred will be based on USD's semester credit system (multiply the number of quarter hours by 2/3). For example, 4 quarter-hours \times 2/3 = 2.67. It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.

Quarter Hours Converted to Semester:

1 quarter unit	0.67 semester units
2 quarter unit	1.33 semester units
3 quarter unit	2.00 semester units
4 quarter unit	2.67 semester units
5 quarter unit	3.33 semester units
6 quarter uni	4.00 semester units

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.

Procedure for Transfer of Credit

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 Office of the Registrar (<http://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.

Repetition of Courses

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.

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.

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.

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.

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: Exam Credits (<http://www.sandiego.edu/cas/documents/cas/ClepExamCreditsSP10.pdf>).

Grade Point Average (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or I (unless the deadline for completion has passed), Pass, or W are not included in the GPA calculation.

Grade points are assigned as follows:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	.67
F	0.00

Grade of Incomplete

The grade of Incomplete (I) 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;
- that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline.

It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an incomplete grade prior to the posting of final grades. The incomplete grade is not counted in the computation of the grade point average, nor is credit earned for the semester or session for which the grade was authorized.

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of Incomplete. The form must be signed by the dean of the appropriate school or college and submitted to the Registrar's Office at the time final grades are submitted. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the I grade will be counted as an F. This applies only to regular class work.

Students receiving financial aid should be aware that taking an incomplete grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year.

Grade Reports

Grade reports are available on the MySanDiego portal in the Torero Hub tab – My Academics page. Students must have a USD e-mail account to access MySanDiego portal.

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, 3.90 or higher; b) for magna cum laude, 3.70 to 3.89; and c) for cum laude 3.50 to 3.69. 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.

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.

Academic Services

USD offers tutoring and support services through a number of areas on campus to help students thrive and succeed. From tutoring to achieve your academic potential, to supporting a diverse community, and fostering extensive career services for success in a chosen career path after graduation, USD provides the personal and technology resources for students to engage in a diverse and changing world.

Academic Support

Center for Student Success

The Center for Student Success offers Student Success Coaching where professional staff and peer coaches are available to meet with undergraduate students experiencing challenges at USD that impact academic performance and persistence. Workshops are offered to assist first-year students with the transition to college. Session topics cover issues that new first-year students are likely to encounter, including faculty expectations, time management, study skills, choosing a major, health and safety at college, and the unique history and character of USD. The center also processes undergraduate leaves of absence requests as well as undergraduate withdrawals.

The Center for Student Success is located in the University Center, Room 114. More information is available at USDCSS (<http://www.sandiego.edu/usdcss>) or 619-260-5995.

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 164. For up-to-date information about the Logic Center and the work schedules of the student tutors go to [Logic_Center](http://www.sandiego.edu/cas/phil/logic_center) (http://www.sandiego.edu/cas/phil/logic_center).

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 [Math Center](http://www.sandiego.edu/cas/mathcs/student_resources/math_center.php) (http://www.sandiego.edu/cas/mathcs/student_resources/math_center.php).

Student Support Services

Student Support Services (SSS) helps to meet the "success beyond college" needs of 320 eligible students who enroll at USD from low-income and/or first generation backgrounds, and/or who have documented disabilities. Admitted students transition to USD during a one-week Bridge program. Services are provided in the academic year and summer through the senior year: advising, financial aid and personal counseling, instructional support, peer networking, mentoring, and post-BA planning. SSS strengthens its participants' abilities through academic foundations, values, and support systems. It provides

services to retain and graduate students, helping them to begin careers and pursue graduate education. Student Support Services is located in Barcelona, Room 301. More information is available at Student Support Services (<http://www.sandiego.edu/sss>) or (619) 260-7580.

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 [Writing_Center](http://www.sandiego.edu/cas/english/writing_center) (http://www.sandiego.edu/cas/english/writing_center).

International Students and Scholars

The Office of International Students and Scholars (OISS) is responsible for all immigration matters that affect international degree-seeking students, exchange students, and international visiting scholars and faculty attending or visiting USD on non-immigrant visas. The office is a centralized immigration advising office for all international students and scholars on campus.

In addition, OISS is also responsible for the welfare of USD's international students and scholars and acts as a resource and support to these individuals in the transition to a new culture and environment. Student advising includes assistance with procedures, expectations, and requirements of the US academic system.

- Immigration Advising
- International Orientation Program
- International Student Orientation Leadership Program
- Health Insurance Enrollment Advising
- Career planning workshops
- Community Service
- International and US cultural & social events:
 - Weekly International Coffee Hours
 - Training and outreach to USD faculty on international student issues
 - International Education Week events
 - International Expo/Cultural Fashion Show
 - International Holiday Celebrations

Finally, the office fosters opportunities to promote and encourage cross-cultural understanding.

The Office of International Students and Scholars is housed in the International Center located in Serra Hall, Room 315;(619) 260-4598; go to OISS (<http://www.sandiego.edu/oiss>).

Black Student Resource Center

The Black Student Resource Center (BSRC) provides support services to black students at all levels of recruitment, retention and graduation. The BSRC provides regular opportunities for the black community -- prospective and current students, parents, student organizations, faculty, staff and alumni -- to develop relationships, and to gather and share successes and challenges. The BSRC also specifically offers support services to black students who are the first generation to college, income-eligible (as determined by federal TRI0

guidelines), and/or who have been diagnosed with a documented disability through the Disability Resource Center at USD.

The BSRC coordinates with other USD offices to ensure that effective strategic short-range and long-range planning goals are constructed and achieved for black students on campus. The BSRC services include an orientation to USD and its services, peer mentoring, leadership development through the BSRC Ambassador program, community building, academic support, educational and cultural workshops, collaboration with the preceptorial program, Living Learning Communities (LLCs), academic advising, and the Black Graduate Recognition Ceremony.

The Black Student Resource Center is located in the Hahn University Center (UC), Room 113. For more information contact Ashley Barton, EdD at acbarton@sandiego.edu

Veterans Center

The University of San Diego has a long history of welcoming active duty and veteran students to our campus that predates the establishment of a NROTC unit here in 1982 (since expanded by cross-town agreements to include Army ROTC and AFROTC units as well). USD is committed to providing support services that will help such students succeed. This webpage contains links to information about those services and the people who provide them. Active duty and veteran students should contact these individuals for answers to any specific questions. Those with general questions or who wish to comment on the experience at USD may send an e-mail message to Laura Paquian, Veteran Student Services Coordinator, at laurapaquian@sandiego.edu.

Career Services

Career Services serves as a centralized resource for USD students, alumni and employers. We support the University's community, mission and goals by

- promoting the professional development of students and alumni,
- providing personalized career counseling and services, and
- building productive partnerships that create career opportunities.

Career Services also promotes the professional development of graduate students and alumni. Emphasizing a personal approach to career planning, the staff offers responsive advising on issues such as résumé writing, interviewing and career decision-making.

Located in Room 110 of the Hughes Administration Center, the main Career Services office 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 Career Services (<http://www.sandiego.edu/careers>), or careers@sandiego.edu, or contact the office at (619) 260-4654.

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. or go to: Center for Community Service-Learning (<http://www.sandiego.edu/csl>).

Information Resources and Facilities

Copley Library

The Helen K. and James S. Copley Library contains over 500,000 books and approximately 6,000 media items. The Library subscribes to 125 online databases that provide access to over 63,000 electronic journals. The library also maintains subscriptions to over 2,500 print journals that are housed in our journal stacks.

Our online catalog offers access to all of the library's book, journal, and media collections. USD students, faculty, and staff can access most databases and other electronic resources when off-campus by using their MySanDiego login via our authentication system.

Copley Library is open 114 hours each week and its resources are organized in accessible, open stacks. Library faculty, additional professional and support staff, and student workers make the collections available to the university community. Copley also offers access to course materials via traditional print reserves as well as electronic reserves.

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. In addition to traditional reference desk service, the library also offers online reference through our Ask a Librarian service. Library patrons can ask questions and receive assistance via email, chat, text message, and a searchable 24/7 knowledge base of frequently asked questions. Library faculty members also offer assistance by providing course-integrated library instruction sessions and preparing online guides in their subject specialties. Additionally, the library offers workshops on topics such as citation styles and database searching to assist users with developing better research skills.

The libraries at USD are members of the San Diego Library Circuit Consortium, which maintains a database linking four university libraries (UCSD, SDSU, CS San Marcos, USD) and the San Diego County and Public Library systems. 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.

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. Group study rooms can now be easily reserved via our online booking system.

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 Copey Library (<http://www.sandiego.edu/library>).

Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, provides access to print and digital 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: Legal Research Center (<http://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 ATS (<http://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.

Institute of College Initiatives

The Institute of College Initiatives (ICI) oversees the USD TRiO programs funded by the U.S. Department of Education: Upward Bound, McNair Scholars and Student Support Services. ICI also collaborate with local educational institutions that include Expanding Your Horizons (science, math and technology conference for 6th through 10th grade girls), Botball and Global Leadership Connection (for high school juniors) among other programs and liaisons. The USD TRiO Upward Bound program supports low-income, first-generation college students from Kearny High School in Linda Vista in their preparation for college entrance education through academic advising, tutoring, SAT preparation, college admissions and financial aid guidance and a five-week summer residential academic program on USD's campus. The USD McNair Scholars program prepares high-achieving undergraduate students for doctoral study through research and scholarly activities with faculty mentors in their discipline. Student Support Services (SSS) serves over 300 USD students from low-income and/or first generation backgrounds and/or who have documented disabilities through advising, financial aid and personal counseling, instructional support, peer networking, mentoring and post-BA planning.

For more information go to: Institute of College Initiatives (<http://www.sandiego.edu/ici>)

College and Schools

The University of San Diego offers 42 undergraduate degrees, several with areas of specialization, 50 minors, which can be taken in conjunction with various majors, several certificate programs, and teacher credential programs recognized by the California Commission on Teacher Credentialing.

Explore USD's various academic degree programs by clicking on the links for the College of Arts and Sciences, School of Business Administration, School of Leadership and Education Sciences, Shiley-Marcos School of Engineering, and the Joan B. Kroc School of Peace Studies.

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

Noelle Norton, PhD, Dean

Jonathan M. Bowman, PhD, ASSOCIATE DEAN

Perla Myers, PhD, ASSOCIATE DEAN

Debbie Tahmassebi, PhD, ASSOCIATE DEAN

Neena Din, PhD, ASSISTANT DEAN

Pauline Berryman Powell, MS, ASSISTANT DEAN

Faculty

Lisa Baird, PhD, INTERIM CHAIR, Department of Theatre Arts and Performance Studies

Can Bilsel, PhD, CHAIR, Department of Art, Architecture + Art History

Michel Boudrias, PhD, CHAIR, Department of Marine Science and Environmental Studies

Michelle Camacho, PhD, CHAIR, Department of Sociology

Cynthia L. Caywood, PhD, CHAIR, Department of English

Tammy Dwyer, PhD, CHAIR, Department of Chemistry and Biochemistry

Colin Fisher, PhD, CHAIR, Department of History

Michelle Gilmore-Grier, PhD, CHAIR, Department of Philosophy

John Glick, PhD, CHAIR, Department of Mathematics and Computer Science

Kevin Guerrieri, PhD, CHAIR, Department of Languages and Literatures

David Harnish, PhD, CHAIR, Department of Music

Michael Ichiyama, PhD, CHAIR, Department of Psychological Sciences

Judith Liu, PhD, INTERIM CHAIR, Department of Theology and Religious Studies

Michael Mayer, PhD, CHAIR, Department of Biology

Jesse Mills, PhD, CHAIR, Department of Ethnic Studies

Kristin Moran, PhD, CHAIR, Department of Communication Studies

Vidya Nadkarni, PhD, CHAIR, Department of Political Science and International Relations

Angelo Orona, PhD, CHAIR, Department of Anthropology

Gregory D. Severn, PhD, CHAIR, Department of Physics

Anthropology

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 a global perspective and focus 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, libraries, public service, government programs, 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.

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.

Chair

Angelo R. Orona, PhD

Faculty

Alana K. Cordy-Collins, PhD

Jerome L. Hall, PhD

Recommended Preparation for the Major

ANTH 101	Introduction to Biological Anthropology	3
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3

Major Requirements

24 units of upper-division coursework chosen in consultation with the advisor, including:

ANTH 349W	Writing Anthropology (satisfies core curriculum writing requirement)	3
-----------	--	---

Biology Anthropology

Select one of the following: 3

ANTH 310	Human Evolution	
ANTH 311	Primatology	
ANTH 312	Paleopathology	
ANTH 313	Forensic Anthropology	
ANTH 314	Bones: Human Osteology	
ANTH 343	The Ancient Dead: Bioarchaeology	

Cultural Anthropology

Select one of the following: 3

ANTH 320	North American Indian Cultures	
ANTH 321D	California and Great Basin Indian Cultures	
ANTH 323D	Southwest Indian Cultures	
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
ANTH 360	Nautical Anthropology of California	
ANTH 362	Piracy in the new World	
ANTH 364	Surf Culture And History	
ANTH 370	Indigenous Religions	
ANTH 380	Cultural Diversity	

Archaeology

Select one of the following: 3

ANTH 330D	North American Archaeology	
ANTH 331D	Southwestern Archaeology	
ANTH 334	South American Archaeology	
ANTH 335	Nautical Archaeology	
ANTH 339	Post Medieval Seafaring and Empire	
ANTH 343	The Ancient Dead: Bioarchaeology	
ANTH 350	Peopling of the Americas	
ANTH 385	Native Peoples of Northwest Europe	
ANTH 390	Archaeology of the Bible	
ANTH 391	Bethsaida Archaeological Field School	
ANTH 463	Antiquities: Who Owns the Past?	

ANTH 300	Research Seminar	3
----------	------------------	---

ANTH 460	Ethnographic Field Methods	3
----------	----------------------------	---

elective courses

Satisfaction of Core Curriculum Requirements

ANTH 101, ANTH 102, and ANTH 103 may be used to satisfy the core curriculum requirement in the Social Sciences area.

ANTH 102, ANTH 323D, ANTH 328, ANTH 364, and ANTH 380 are D (diversity) courses.

The Anthropology Minor

ANTH 101	Introduction to Biological Anthropology	3
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3
	nine upper-division units	9

Introductory Courses

ANTH 101 | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Units: 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

Units: 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

Units: 3

A discussion of the techniques and concepts used by archaeologists to understand humankind through material culture. Every semester.

Upper Division Courses

ANTH 300 | RESEARCH SEMINAR

Units: 3

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

ANTH 310 | HUMAN EVOLUTION

Units: 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, among others, Neandertals and Denisovans.

ANTH 311 | PRIMATOLOGY

Units: 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.

ANTH 312 | PALEOPATHOLOGY

Units: 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.

ANTH 313 | FORENSIC ANTHROPOLOGY**Units: 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.

ANTH 314 | BONES: HUMAN OSTEOLOGY**Units: 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.

ANTH 320 | NORTH AMERICAN INDIAN CULTURES**Units: 3**

Prerequisites: ANTH 102

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.

ANTH 321D | CALIFORNIA AND GREAT BASIN INDIAN CULTURES**Units: 3**

An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabriëño, Serrano, Cahuilla, Cupëño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included.

ANTH 323D | SOUTHWEST INDIAN CULTURES**Units: 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.

ANTH 327 | SOUTH AMERICAN INDIAN CULTURES**Units: 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.

ANTH 328 | CARIBBEAN CULTURES**Units: 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.

ANTH 330D | NORTH AMERICAN ARCHAEOLOGY**Units: 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 (i.e., the Arctic, Subarctic, Northwest, Midwest, Great Plains, Northeast, Southeast, Southwest, Great Basin, and California) 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.

ANTH 331D | SOUTHWESTERN ARCHAEOLOGY**Units: 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.

ANTH 334 | SOUTH AMERICAN ARCHAEOLOGY**Units: 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.

ANTH 335 | NAUTICAL ARCHAEOLOGY**Units: 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.

ANTH 339 | POST MEDIEVAL SEAFARING AND EMPIRE**Units: 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.

ANTH 341 | MUSEOLOGY**Units: 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.

ANTH 343 | THE ANCIENT DEAD: BIOARCHAEOLOGY**Units: 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.

ANTH 349W | WRITING ANTHROPOLOGY**Units: 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.

ANTH 350 | PEOPLING OF THE AMERICAS**Units: 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.

ANTH 360 | NAUTICAL ANTHROPOLOGY OF CALIFORNIA**Units: 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.

ANTH 362 | PIRACY IN THE NEW WORLD**Units: 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.

ANTH 364 | SURF CULTURE AND HISTORY**Units: 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 370 | INDIGENOUS RELIGIONS**Units: 3**

An examination of the elements, forms, and symbolism of religion among indigenous peoples; role of religion in society; anthropological theories of belief systems.

ANTH 380 | CULTURAL DIVERSITY**Units: 3**

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; methodology of comparisons; and ethnographic materials.

ANTH 385 | NATIVE PEOPLES OF NORTHWEST EUROPE**Units: 3**

A survey of the origins and migrations of the indigenous people of northwest Europe from Paleolithic times into the historic period, with a focus on the peoples who became known as the "Anglos." The methodologies of archaeology, history, and the bioanthropology are used to understand these native populations.

ANTH 390 | ARCHAEOLOGY OF THE BIBLE**Units: 3**

A two-fold broad-based survey 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) Christian New Testament.

ANTH 391 | BETHSAIDA ARCHAEOLOGICAL FIELD SCHOOL**Units: 3**

The course introduces students to field archaeology through excavation of the biblical kingdom of Geshur (Bethsaida in the Christian New Testament). Students will excavate, conduct laboratory analyses, attend evening lectures, and travel to and study other archaeological sites in Israel. Prereq: consent of instructor. Offered Summers only.

ANTH 460 | ETHNOGRAPHIC FIELD METHODS**Units: 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. Every spring semester.

ANTH 463 | ANTIQUITIES: WHO OWNS THE PAST?**Units: 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.

ANTH 470 | SHAMANS, ART AND CREATIVITY**Units: 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.

ANTH 494 | ISSUES IN ANTHROPOLOGY**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Critical discussions with regard to major issues confronting the various sub-disciplines of anthropology. May be repeated for anthropology elective credit if topic differs.

ANTH 498 | INTERNSHIP**Units: 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. Prereq: consent of department chair. Every semester.

ANTH 499 | INDEPENDENT STUDY**Units: 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. Prereq: consent of instructor and department chair. Every semester.

Art, Architecture + Art History

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.

Chair

Can Bilsel, PhD

Faculty

Derrick Cartwright, PhD

Victoria Fu, MFA

John Halaka, MFA

Daniel López-Pérez, PhD

Juliana Maxim, PhD

Duncan McCosker, MFA

Saba Oskoui, MFA

Jessica Lee Patterson, PhD

Allison Wiese, MFA

Sally E. Yard, PhD

Architecture

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 amplify the architecture major with courses in engineering and/or a second major or a minor in environmental studies, business administration, sociology, ethnic studies or international relations.

Preparation for the Major

Lower Division Courses

Foundations in Architectural Design

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

Foundations in the History and Theory of Architecture

ARCH 121	Introduction to Modern Architecture	3
----------	-------------------------------------	---

Select one of the following:

ARTH 136	The Year 1500: A Global History of Art and Architecture	3
----------	---	---

or ARTH 101 Introduction to the History of Art

Lower-division course in Studio Arts

Select one of the following: 3

ARTV 101	Fundamentals of Drawing
ARTV 103	Design Foundations
ARTV 105	Introduction to Sculpture
ARTV 108	Introduction to Video Art
ARTV 160	Photography
THEA 220	Fundamentals of Theatrical Design

Upper-Division Requirements

Architectural Design

ARCH 301	Architectural Design Studio II	4
ARCH 302	Architectural Design Vertical Studio (may be repeated for credit)	4

History and Theory of Architecture and the City

Select three of the following: 9

ARCH 321	City and Utopia: Introduction to History of Urbanism
ARCH 322	Contemporary Architecture
ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation
ARCH 330	Special Topics in the History of Architecture and Design
ARCH 340	Biographies of World Cities

Elective from outside the Architecture Major

Select one of the following: 3

ARTH 354	Art Since 1960
ARTH 360	Asia Modern
ARTH 393	Critical Methods in the Analysis of Visual Culture
ARTH 494	Seminar (Formerly 394)
ARTV 304	Introduction to Printmaking/Book Arts
ARTV 369	Intermediate / Advanced Sculpture
ARTV 370	Designing for Social Space
ARTV 371	Sculpture / Landscape
ARTV 424	Art and the Soundscape
ENVI 313	Geospatial Information Systems for Organizations
ENVI 314	Introduction to Maps and Spatial Data Analysis
ENVI 315	Geographic Information Systems
ENVI 420	Introduction to Remote Sensing
ENVI 485	Environmental Geology
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender
HIST 334	European Art and Architecture in Context
HIST 343	Germany Since 1945
HIST 347	Topics in Modern Europe
HIST 390	Art and Architecture in California
POLS 342	Public Policy
THEA 320	Scenic Design

Upper-Division Electives in Architecture, Visual Arts, Art History

Select at least 6 units from ARCH, ARTV, ARTH 301 or higher 6

Architectural Research and Thesis

ARCH 495	Senior Project Studio Seminar	4
ARCH 496	Senior Thesis in Architecture	4

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.

Recommended Program of Study, Architecture

Freshman Year

Semester I

	Hours
ARCH 101 Introduction to Architecture Studio	4
Core curriculum or electives	

Semester II

ARTH 136 The Year 1500: A Global History of Art and or 101 Architecture	3
Introduction to the History of Art	

Select one of the following courses: 3

ARTV 101 Fundamentals of Drawing
ARTV 103 Design Foundations
ARTV 105 Introduction to Sculpture
ARTV 108 Introduction to Video Art
ARTV 160 Photography (Studio Arts elective)

Core curriculum or electives

Sophomore Year

Semester I

ARCH 102 Architectural Design Studio I	4
Core curriculum or electives	

Semester II

ARCH 121 Introduction to Modern Architecture	3
Core curriculum or electives	

Semester III

ARCH 340 Biographies of World Cities	3
(Study Abroad course recommended but not required)	

Junior Year

Semester I

Select one of the following courses: 3

ARCH 301 Architectural Design Studio II
ARCH 321 City and Utopia: Introduction to History of Urbanism
ARCH 322 Contemporary Architecture
ARCH 323 Memory, Monument, Museum: Studies in Historic Preservation
ARCH 330 Special Topics in the History of Architecture and Design
ARCH 340 Biographies of World Cities

Electives

Semester II

ARCH 302 Architectural Design Vertical Studio	4
Select one of the following courses: 3	

ARCH 321 City and Utopia: Introduction to History of Urbanism
ARCH 322 Contemporary Architecture
ARCH 323 Memory, Monument, Museum: Studies in Historic Preservation
ARCH 330 Special Topics in the History of Architecture and Design

ARCH 340 Biographies of World Cities

Upper-Division elective in ENVI, ETHN, HIST, SOCI, THEA (see list) electives

Senior Year

Semester I

ARCH 495 Senior Project Studio Seminar	4
Select one of the following: 3	

ARCH 301 Architectural Design Studio II

Upper-Division Department Elective

Electives

Semester II

ARCH 496 Senior Thesis in Architecture	4
Select one of the following: 3	

ARCH 301 Architectural Design Studio II (or higher)

Upper-Division Department Elective

Electives

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 21 units as listed below:

Architectural Design

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

Select one of the following:

ARCH 301 Architectural Design Studio II

or

ARCH 302 Architectural Design Vertical Studio ¹

History and Theory of Architecture and the City

ARCH 121 Introduction to Modern Architecture	3
--	---

Select 6 units from the following: 6

ARCH 321 City and Utopia: Introduction to History of Urbanism

ARCH 322 Contemporary Architecture

ARCH 323 Memory, Monument, Museum: Studies in Historic Preservation

ARCH 330 Special Topics in the History of Architecture and Design

ARCH 340 Biographies of World Cities

¹ ARCH 302 Can be repeated for credit

Architecture Courses (ARCH)

ARCH 101 | INTRODUCTION TO ARCHITECTURE STUDIO

Units: 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**Units: 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**Units: 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 121.

ARCH 275 | STUDY ABROAD IN ARCHITECTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 4**

Prerequisites: ARCH 101 or ARCH 102

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.)

ARCH 302 | ARCHITECTURAL DESIGN VERTICAL STUDIO**Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARCH 101 or ARCH 102

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-led seminar, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.)

ARCH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM**Units: 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 321.

ARCH 322 | CONTEMPORARY ARCHITECTURE**Units: 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 322.

ARCH 323 | MEMORY, MONUMENT, MUSEUM: STUDIES IN HISTORIC PRESERVATION**Units: 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 323.

ARCH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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 340.

ARCH 375 | STUDY ABROAD IN ARCHITECTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

ARCH 495 | SENIOR PROJECT STUDIO SEMINAR**Units: 4**

Prerequisites: ARCH 301 or ARCH 302

A research studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 496 Senior Thesis. Students will acquire the necessary skills for architectural research and analysis, and formulate critical positions through readings, lectures, design studio research, and cross-disciplinary discussions. ARCH 495 requires participation in shared research, studying several methodologies as the foundation upon which a student will formulate a thesis question. At the end of the semester, students are required to develop a Senior Thesis Project Proposal, which includes a clear itinerary for further research, and to participate in a final oral defense of the Thesis Proposal. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Offered in Fall only.

ARCH 496 | SENIOR THESIS IN ARCHITECTURE**Units: 4**

Prerequisites: ARCH 495

The Senior Thesis in Architecture is a studio seminar course, leading to a capstone project, which demonstrates a student's technical competencies, knowledge, critical thinking and creative synthesis skills. Architecture Majors who have successfully defended a Senior Thesis Proposal in ARCH 495 are admitted to ARCH 496, and are expected to develop their capstone projects during a research studio seminar under the supervision of a primary faculty advisor. The thesis is an opportunity for each student to define an individual position with regard to a specific aspect of the discipline of architecture. 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. Students are also required to participate in a midterm and a final oral defense of the thesis project. ARCH 496 should be taken in the Spring semester of the senior year. 3 hours faculty-led seminar, 3 hours of studio/lab weekly.

ARCH 498 | INTERNSHIP**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 workload 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Art History

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 four emphases:

1. Art History (general)
2. Museum and Curatorial Practice
3. History and Theory of Architecture
4. Global History of Modern and Contemporary Art and Architecture

Preparation for the Major

Required Courses

ARTH 101	Introduction to the History of Art	3
Select one of the following:		3
ARTH 121	Introduction to Modern Architecture (formerly ARTH 135) ¹	
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	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
Two Visual Arts courses		6

- ¹ Students considering the History and Theory of Architecture emphasis are encouraged to take ARTH 121.

Art History (General)

Prerequisites are as in the major. Students must complete 28 Upper-Division Units in art history, including:

ARTH 395	Methods in Art History	3
ARTH 495	Image World/Written Word: Senior Thesis Seminar	3
ARTH 496	Undergraduate Research: Senior Paper	1

Museum and Curatorial Practice

This program prepares students to think critically and pro-actively about the ways that art is positioned-in the museum and in the larger arena of public space - shaping viewers' perceptions of the past and sense of the future. Mindful of the politics of representation and display, students will examine the shifting ground that reaches from the early museums of the mid-18th century to the urban interventions and cyber-exhibitions of the 21st century.

This concentration prepares students to pursue graduate work and careers in museums, galleries, artists' spaces, art in public places programs, and emerging on-line venues. Enlisting the robust resources of San Diego, students gather first-hand experience through internships in USD's Hoehn Print Study Collection and University Galleries, together with the city's major museums and public art programs. Recent student internships have included: Hoehn Print Study Collection; Museum of Contemporary Art San Diego; San Diego Museum of Art; Timken Museum; Museum of Photographic Arts; Lux Art Institute; New Children's Museum; ARTS: A Reason to Survive; Quint Contemporary Art.

Prerequisites are as in the major. Students must complete 28 Upper-Division Units in art history, including:

ARTH 395	Methods in Art History	3
ARTH 495	Image World/Written Word: Senior Thesis Seminar	3
ARTH 496	Undergraduate Research: Senior Paper (formerly 495)	1
Select at least four of the following courses, planned in consultation with advisor:		12

ARTH 323	Memory, Monument, Museum: Studies in Historic Preservation
ARTH 331	Art in Public Spaces
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics
ARTH 354	Art Since 1960
ARTH 360	Asia Modern
ARTH 361	Chinoiserie and Japonisme
ARTH 370	Museum Studies
ARTH 371	Curatorial Practice
ARTH 372	Exhibition Design
ARTH 494	Seminar (formerly 394)
ARTH 498	Museum Internship ¹

Students should choose 2 additional Upper-Division Art History courses 6

¹ ARTH 498 Museum Internship is required and is typically taken during the junior or senior year. May be repeated once.

Students are encouraged to meet with their advisor to select pertinent electives from such fields as Communication Studies, Sociology, Business, and Leadership.

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	3
ARTH 495	Image World/Written Word: Senior Thesis Seminar	3
ARTH 496	Undergraduate Research: Senior Paper (formerly 495)	1
Select at least 6 courses from the following:		18
ARTH/ARCH 321	City and Utopia: Introduction to History of Urbanism (formerly 338)	
ARTH/ARCH 322	Contemporary Architecture (formerly 342)	
ARTH/ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation (formerly 343)	
ARTH 330	Special Topics in the History of Architecture and Design	
ARTH 331	Art in Public Spaces	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH/ARCH 340	Biographies of World Cities (formerly 344)	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 354	Art Since 1960	
ARTH 355	The City in Art and Film	
ARTH 356	Race, Ethnicity, Art and Film	

ARTH 382	Public Art Studio Seminar
ARTH 393	Critical Methods in the Analysis of Visual Culture

(Please note that four courses are cross-listed: ARTH 321/ARCH 321, ARTH 322/ARCH 322, ARTH 323/ARCH 323, ARTH 340/ARCH 340 may be taken under either code.)

Global History of Modern and Contemporary Art and Architecture

This program focuses on the unfolding of modern and contemporary art and architecture across a broad geographical reach, delving into the ways that context frames form and meaning. Students develop depth and breadth of knowledge as they probe the ways that art and architecture at once reflect and shape the societies in which they are produced. This concentration draws on the strength of our faculty in the history and theory of modern and contemporary art and architecture in the United States, Latin America, Eastern and Western Europe, and Asia.

Prerequisites are as in the major. Students must complete 28 Upper-Division Units in art history, including:

ARTH 395	Methods in Art History	3
ARTH 495	Image World/Written Word: Senior Thesis Seminar	3
ARTH 496	Undergraduate Research: Senior Paper (formerly 495)	1
Select at least 5 courses from the following:		15
ARTH/ARCH 321	City and Utopia: Introduction to History of Urbanism (formerly 338)	
ARTH/ARCH 322	Contemporary Architecture (formerly 342)	
ARTH/ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation (formerly 343)	
ARTH 330	Special Topics in the History of Architecture and Design	
ARTH 331	Art in Public Spaces	
ARTH 333	Modern Art: 1780-1920	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 336	History and Theory of Photography	
ARTH 370	Museum Studies	
ARTH/ARCH 340	Biographies of World Cities (formerly 344)	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 354	Art Since 1960	
ARTH 355	The City in Art and Film	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 360	Asia Modern	
ARTH 361	Chinoiserie and Japonisme	
ARTH 494	Seminar (formerly 394)	
ARTH 498	Museum Internship	

Students should choose two additional Art History courses to complete the 28 Upper-Division Units 6

(Please note that four courses are cross-listed: ARTH 321/ARCH 321, ARTH 322/ARCH 322, ARTH 323/ARCH 323, ARTH 340/ARCH 340 may be taken under either code.)

Art History Study Abroad

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

Honors Courses

Honors Seminars focused on the history of art and architecture are open to all Art History majors as space allows, and count toward the major. Recent topics have included several team-taught courses: Trash: Modernity and Evacuation; Images of Enlightenment; Modern Palestinian Art and Literature; and Modern Latin American Art and Literature.

Recommended Program of Study, Art History

Freshman Year

Semester I	Hours
ARTH 101 Introduction to the History of Art	
or select one of the following:	3
ARTH 121 Introduction to Modern Architecture	
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	
ARTH 138 Art and Visual Culture	
ARTH 140 The Buddhist Temple	

Core curriculum or electives

Semester II

ARTH 101 Introduction to the History of Art	
or select one of the following:	3
ARTH 121 Introduction to Modern Architecture	
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	
ARTH 138 Art and Visual Culture	
ARTH 140 The Buddhist Temple	

Core curriculum or electives

Sophomore Year

Semester I	
One or two 300-level ARTH courses	3-6
One lower-division visual arts course	3
Core curriculum or electives	

Semester II

One or two 300-level ARTH courses	3-6
Core curriculum or electives	

Semester III

Study Abroad course recommended but not required

Junior Year

Semester I	
One or two 300-level ARTH courses ¹	3-6

One upper- or lower- division ARTV course	3
Electives	

Semester II

ARTH 395 Methods in Art History (required)	3
One additional 300-level ARTH course	3
Electives	

Senior Year

Semester I

ARTH 495 Image World/Written Word: Senior Thesis Seminar (required)	3
One or two 300-level ARTH courses ¹	3-6
Electives	

Semester II

ARTH 496 Undergraduate Research: Senior Paper (formerly ARTV 495 (required))	1
One or two 300-level ARTH courses	3-6
Electives	

¹ ARTH 498 Museum Internship recommended for students interested in museum work or pursuing an emphasis in Museum and Curatorial Practice

The Art History Minor

The minor in Art History consists of a total of 18 units in art history including:

Select two of the following:	6
ARTH 101 Introduction to the History of Art	
ARTH 121 Introduction to Modern Architecture (formerly 135) ¹	
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	
ARTH 138 Art and Visual Culture	
ARTH 140 The Buddhist Temple	
Select 9 Upper-Division Art History units	9
Select 1 additional Upper or Lower-Division art history or visual arts course	3

¹ ARCH 121 Introduction to Modern Architecture can be substituted for ARTH 121 Introduction to Modern Architecture

Art History Courses (ARTH)

ARTH 101 | INTRODUCTION TO THE HISTORY OF ART

Units: 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 SOUND ART**Units: 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 121 | INTRODUCTION TO MODERN ARCHITECTURE**Units: 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 133 | INTRODUCTION TO ART HISTORY I**Units: 3**

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

ARTH 134 | INTRODUCTION TO ART HISTORY II**Units: 3**

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

ARTH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE**Units: 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. The survey challenges the primacy of European artistic norms, and invites students to experience the diversity and complexity of the definition of art in the age of exploration.

ARTH 138 | ART AND VISUAL CULTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3**

This course considers the forms and roles taken by temples as they followed the spread of Buddhism from ancient India throughout the world. We will pay close attention to the roles played by visual and material culture in how Buddhist communities in Asia and the United States have sought balance between tradition and adaptation.

ARTH 275 | STUDY ABROAD IN ART HISTORY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM**Units: 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 322 | CONTEMPORARY ARCHITECTURE**Units: 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 323 | MEMORY, MONUMENT, MUSEUM: STUDIES IN HISTORIC PRESERVATION**Units: 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 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN**Units: 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**Units: 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**Units: 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 AND TWENTY FIRST CENTURIES IN EUROPE AND THE AMERICAS**Units: 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 and 21st centuries.

ARTH 336 | HISTORY AND THEORY OF PHOTOGRAPHY**Units: 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 340 | BIOGRAPHIES OF WORLD CITIES**Units: 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 the winter Intersession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City and Los Angeles, among others. Cross-listed as ARCH 340.

ARTH 345 | THE AVANT-GARDE AND MASS CULTURE: ART AND POLITICS**Units: 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**Units: 3**

This course examines art of the past half century in the United States, Europe and Asia. Moving from Pop, Conceptual and Performance art of the 1960s to installation, public intervention, and the dematerialized arena of the world wide web, 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**Units: 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**Units: 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 360 | ASIA MODERN**Units: 3**

The study of modernism in art often dwells on developments in Europe and America. What was the Asian experience of modernism, and how did it affect the course of the visual arts? This course examines the contributions to modern art by Asians and Asian-Americans.

ARTH 361 | CHINOISERIE AND JAPONISME**Units: 3**

"Chinoiserie" and "Japonisme" were two movements in European art that drew inspiration from the art and material culture of the Far East. This course challenges students to synthesize a balanced and historically informed understanding of the ways that images and objects can acquire new contexts and meanings when they travel cross-culturally.

ARTH 370 | MUSEUM STUDIES**Units: 3**

This course exams the history, theory, structure, and roles of museums, alternative spaces, and art in public places programs. The class will meet with a number of southern California museum professionals.

ARTH 371 | CURATORIAL PRACTICE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course considers the dynamics of curatorial work and delves into the ways that collections and exhibitions are shaped. Students gain direct experience working with objects and exhibition planning in USD's Hoehn Galleries and Print Study Collection. May be repeated for credit.

ARTH 372 | EXHIBITION DESIGN**Units: 3**

A hands-on 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 375 | STUDY ABROAD IN ART HISTORY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 376 | ART AT EL PRADO MUSEUM, MADRID, SPAIN**Units: 3**

This course is designed to equip students to analyze and reflect on works of art, enlisting some of the theories and methods that have been used by art historians. The class is structured around art in the collection of the Prado Museum in Madrid, Spain, with emphasis on works from the sixteenth through the early nineteenth centuries. Students will also consider the museum setting and its strategies of display. Offered as a study abroad course in Madrid.

ARTH 382 | PUBLIC ART STUDIO SEMINAR**Units: 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. Cross-listed as ARTV 382.

ARTH 393 | CRITICAL METHODS IN THE ANALYSIS OF VISUAL CULTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 395 | METHODS IN ART HISTORY**Units: 3**

Advanced seminar on 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 reading and 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. Prereq: Nine units in Art History. Art History students are strongly advised to enroll in this course during their junior year.

ARTH 494 | SEMINAR**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Discussion, research and writing focus in-depth on topics that shift each semester. Recent topics have included: Caravaggio and Baroque Italy; Rubens and Rembrandt; Printmaking in the History of Art; Renaissance to Revolution; Old Masters in the Modern Museum; Picturing East and West; Envisioning the Orient; Colonialism and Art History; Ends of Art: Histories of the Fin de Siècle; Matisse and Picasso; Soviet Art; The American Home, 1850-1950; What is American Art?; Problems in Art History of the US; Whitman, Warhol: Democratic Culture; Collections, Collecting, Collectors: History, Theory, Madness; Li(v)es of the Artist: Biography and Art History; Theories of Word and Image; Art Now. Seminars are often taught by visiting art historians and curators and, when possible, draw on the resources of San Diego's museums and collections.

ARTH 495 | IMAGE WORLD/WRITTEN WORD: SENIOR THESIS SEMINAR**Units: 3**

This course offers the possibility of pursuing an independent writing project in a supportive group setting. Art History majors will develop a preparatory draft for their senior thesis. Other majors will have the opportunity to craft a writing project of their choice connected with the history or theory of images.

ARTH 496 | UNDERGRADUATE RESEARCH: SENIOR PAPER**Units: 1**

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Every semester.

ARTH 498 | MUSEUM INTERNSHIP**Units: 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. Students in recent years have done internships with USD's Hoehn Print Study Collection, the Museum of Contemporary Art San Diego, the San Diego Museum of Art, the Timken Museum, the New Children's Museum, the Museum of Photographic Arts, Lux Art Institute, and Quint Contemporary Art.

ARTH 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Visual Arts

The Visual Arts Major

A primary objective of the visual arts program is to guide the student, major and non-major alike, to a practical understanding of many of the languages and traditions of visual expression. The program encourages a holistic exploration of the arts, while simultaneously requiring art majors to develop advanced skills in at least one of the following sub-disciplines: Art + Intermedia; drawing; video; painting; photography; printmaking; sculpture; or visual communications. Visual arts majors who are considering graduate study are encouraged to complete a minor in art history.

Emphases: Art + Intermedia; Drawing; Video; Painting; Photography; Printmaking; Sculpture; and Visual Communications

Students choosing an emphasis in Art + Intermedia must complete a different set of degree requirements (see below for section titled, "Emphasis: Art + Intermedia").

Preparation for the Major

ARTH 101	Introduction to the History of Art	3
Select four of the following:		12
ARTV 101	Fundamentals of Drawing	
ARTV 103	Design Foundations	
ARTV 105	Introduction to Sculpture	
ARTV 108	Introduction to Video Art	
ARTV 160	Photography	

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

The Major

1. Select at least one area of specialization from the sub-disciplines of visual arts.
2. Complete 28 Upper-Division Units of visual arts (ARTV) including ARTV 495 and ARTV 496. At least nine of the total 28 Upper-Division Units in visual arts need to be in the selected area of specialization.
3. Complete ARTH 334 or ARTH 360, as well as one additional upper-division art history course.

Additional Requirements

1. Students must participate in a junior review during the second semester of the junior year.
2. ARTV 495 (formerly 478) must be completed during the first semester of the senior year.
3. ARTV 496 (formerly 495) must be completed during the second semester of the senior year.
4. Students must take at least one upper division course in their selected area of specialization during their senior year.
5. Students selecting drawing or painting as an area of specialization must take ARTV 302.

Emphasis: Art + Intermedia

Art + Intermedia focuses on the interdisciplinary study of art, technology and culture, supporting a wide range of projects and practices. It is structured

to encourage students to apply multiple media and integrate disciplines into new forms of expression. Students prepare to be independent artists and cultural producers in a world of new media representations and strategies. Integrating the production of art and critical studies, the lower- and upper-division requirements are drawn from equal amounts of studio art and art history courses. It is designed specifically for creative uses of media beyond singular discipline areas of study in photography, film, video, sound, music, sculpture, performance or theater. Students choosing a concentration in Art + Intermedia must complete the following requirements:

Preparation for the Major (Art + Intermedia)

Lower-Division Requirements

ARTV 105	Introduction to Sculpture	3
ARTV 108	Introduction to Video Art	3
ARTV 160	Photography	3
ARTH 101	Introduction to the History of Art	3
ARTH 109	Introduction to Sound Art	3
Select one of the following:		3
ARTH 138	Art and Visual Culture	
THEA 111	Theatre and Society	
ARTH 121	Introduction to Modern Architecture (formerly 135)	

The Major (Art + Intermedia)

Upper-Division Requirements

Select five upper-division visual arts courses (15 units) from the following:		15
ARTV 308	Video Art: Site and Screen	
ARTV 320	Video Art: The Cinematic	
ARTV 324	Intermediate/Advanced Video Art	
ARTV 353	Color Photography	
ARTV 354	Photo Strategies	
ARTV 361	Advanced Photography	
ARTV 369	Intermediate / Advanced Sculpture	
ARTV 370	Designing for Social Space	
ARTV 371	Sculpture / Landscape	
ARTV 420	Digital Audio Composition	
ARTV 421	Interactive Digital Music and Arts	
ARTV 424	Art and the Soundscape	
Select four upper-division art history courses (12 units) from the following:		12
ARTH 321	City and Utopia: Introduction to History of Urbanism (formerly ARTH 338)	3
ARTH 322	Contemporary Architecture (formerly ARTH 342)	
ARTH 331	Art in Public Spaces	
ARTH 333	Modern Art: 1780-1920	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 336	History and Theory of Photography	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 354	Art Since 1960	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 382	Public Art Studio Seminar	
ARTH 393	Critical Methods in the Analysis of Visual Culture	
ARTH 395	Methods in Art History	
ARTH 494	Seminar (formerly 394)	

THEA 369 Contemporary Theatre

THEA 370 Performance Studies

Participate in Junior Review during the second semester of junior year

ARTV 495	Senior Thesis Studio Seminar (formerly 478)	3
Senior Thesis Studio Seminar (3) during first semester of senior year		
ARTV 496	Undergraduate Research: Senior Exhibition Project (formerly 495)	1
Senior Exhibition Project (1) during final semester of senior year		

Please note that some courses may be taken more than once for course credit and that under certain circumstances substitution of classes will be allowed with advisor 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)	3
ENGL 376	Topics in Creative Writing	3

For students selecting a specialization in visual communications:

COMM 300	Communication Theory	3
COMM 475	Intercultural Communication	3
COMM 435	Principles of Video Production	3
PHIL 338	Environmental Ethics	3
PHIL 274	Twentieth Century Continental Philosophy	3

For students selecting a specialization in photography:

ARTH 333	Modern Art: 1780-1920 (and other upper division art history courses)	3
ARTH 336	History and Theory of Photography	3

For students selecting a specialization in sculpture:

ENGL 222	Poetry	3
ARTV 424	Art and the Soundscape	3

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.

Recommended Program of Study, Visual Arts Majors

Freshman Year

Semester I		Hours
Preceptorial		3
ARTV 101	Fundamentals of Drawing	3
CC or electives		9-10

Semester II

ARTV 103 or 108	Design Foundations Introduction to Video Art	3
ARTH 101	Introduction to the History of Art	3
CC or electives		9-10

Sophomore Year**Semester I**

ARTV 105	Introduction to Sculpture	3
ARTV 160	Photography	3
CC or electives		9

Semester II

ARTH 334 or 360	Art of the Twentieth and Twenty First Centuries in Europe and the Americas Asia Modern	3
ARTV 302	Intermediate Drawing	3
CC or electives		9

Junior Year**Semester I**

ARTV electives		9
CC or electives		6-7

Semester II

Upper Division ARTH Elective		3
ARTV electives		6
CC electives		6
Junior Review		

Senior Year**Semester I**

ARTV 495	Senior Thesis Studio Seminar (formerly 478)	3
ARTV electives		6
Electives		6

Semester II

ARTV 496	Undergraduate Research: Senior Exhibition Project (formerly 495)	1
ARTV Electives		9
Electives		6

The Visual Arts Minor

The minor in visual arts requires the following:

Select four from the following: 12

ARTV 101	Fundamentals of Drawing
ARTV 103	Design Foundations
ARTV 105	Introduction to Sculpture
ARTV 108	Introduction to Video Art
ARTV 160	Photography

Select two from the following: 6

ARTH 101	Introduction to the History of Art
ARTH 121	Introduction to Modern Architecture (formerly 135) ¹
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
ARTH 138	Art and Visual Culture
ARTH 140	The Buddhist Temple

12 upper division visual arts units 12

¹ ARCH 121 can be substituted for ARTH 121

Visual Arts Courses (ARTV)**ARTV 101 | FUNDAMENTALS OF DRAWING**

Units: 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

Units: 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 105 | INTRODUCTION TO SCULPTURE

Units: 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 VIDEO ART

Units: 3

This course examines the concept of time in contemporary art. Examples of experimental films and video art are screened and discussed, along with related texts. Students create video projects through directed assignments using department equipment and software. Every semester.

ARTV 160 | PHOTOGRAPHY

Units: 3

A lecture and laboratory course designed to provide a foundation for students majoring or minoring in Visual Arts with an emphasis in photography. Working from documentary perspectives this class investigates the world realistically stressing the historical, cultural and intellectual challenges of the medium. We will be making pictures that are faithful to experience and cognizant of art historical traditions. Processing and printing takes place in traditional darkrooms and computer labs. Students will need access to both film and digital cameras, and purchase materials as required. Lab fee required.

ARTV 275 | STUDY ABROAD IN VISUAL ARTS

Units: 3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 3 Repeatability: Yes (Can be repeated for Credit)

Prerequisites: ARTV 103

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.

ARTV 302 | INTERMEDIATE DRAWING

Units: 3

Prerequisites: ARTV 101

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.

ARTV 304 | INTRODUCTION TO PRINTMAKING/BOOK ARTS**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

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.

ARTV 308 | VIDEO ART: SITE AND SCREEN**Units: 3**

Prerequisites: ARTV 108

This course considers the body in new media art. Texts and screenings relate to how artists craft a physical experience of video art installations, and how they render the disembodied space of virtual realms. Students produce moving image projects along these themes.

ARTV 320 | VIDEO ART: THE CINEMATIC**Units: 3**

Prerequisites: ARTV 108

This course focuses on specific strategies of the cinematic moving image; screenings and texts explore film theory, art and media scholarship. Assignments highlight the production of individual video projects with unique consideration of time and narrative.

ARTV 324 | INTERMEDIATE/ADVANCED VIDEO ART**Units: 3**

Prerequisites: ARTV 108

Advanced studies in selected themes and strategies of film and video art through texts, screenings and individual projects. May be repeated for credit.

ARTV 328 | FUNDAMENTALS OF PAINTING**Units: 3**

Prerequisites: ARTV 101

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.

ARTV 344 | FIGURE DRAWING**Units: 3**

Prerequisites: ARTV 101

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.

ARTV 350 | ART FUNDAMENTALS**Units: 3**

A study of the fundamentals of art as they relate to creative and cognitive 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. Intended for liberal studies majors or with permission of instructor.

ARTV 353 | COLOR PHOTOGRAPHY**Units: 3**

An introduction to the aesthetic and technical considerations of color photography. The course covers basic camera operations, appropriate exposure and processing strategies, 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. Materials not included.

ARTV 354 | PHOTO STRATEGIES**Units: 3**

In this course photographs are made in an attempt to discover the student's singular 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. Materials not included.

ARTV 361 | ADVANCED PHOTOGRAPHY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 160

Advanced lecture and laboratory course that develops technical skills and encourages the growth of the student's personal aesthetic in photography. Advanced topics include analog and digital approaches to documentary projects, synthetic imagery, non-silver printing, and special topics of student interest. Materials not included.

ARTV 362 | PORTRAITS IN PHOTOGRAPHY**Units: 3**

This course engages the student in making analog and digital portraits in color and black and white photographic media. Students make environmental and formal portraits utilizing both natural and artificial light, including electronic strobe. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. Materials not included.

ARTV 369 | INTERMEDIATE / ADVANCED SCULPTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 104 or ARTV 105

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.

ARTV 370 | DESIGNING FOR SOCIAL SPACE**Units: 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**Units: 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 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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. Cross-listed as ARTH 382.

ARTV 401 | ADVANCED VISUAL COMMUNICATIONS**Units: 3**

Prerequisites: ARTV 103 and ARTV 300

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.

ARTV 403 | ADVANCED DRAWING/PAINTING SEMINAR**Units: 3**

Prerequisites: ARTV 101 and ARTV 302

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.

ARTV 420 | DIGITAL AUDIO COMPOSITION**Units: 6**

Prerequisites: ARTH 109

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.

ARTV 421 | INTERACTIVE DIGITAL MUSIC AND ARTS**Units: 3**

Prerequisites: ARTV 420 or MUSC 420

A workshop on the creation of interactive digital works of sound art or music using state-of-the-art hardware and software, focusing on Mas/MSP/Jitter. Includes study of the theoretical, aesthetic, philosophical and historical background in computer-human interaction and the arts, basic tenets of programming, and practical exercises in programming interactive computer multimedia art. Cross-listed as MUSC 421.

ARTV 424 | ART AND THE SOUNDSCAPE**Units: 3**

Prerequisites: ARTH 109 or MUSC 109

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.

ARTV 429 | INTERMEDIATE/ADVANCED PAINTING**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 328

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.

ARTV 494 | SPECIAL TOPICS IN VISUAL ARTS**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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.

ARTV 495 | SENIOR THESIS STUDIO SEMINAR**Units: 3**

A studio-seminar course designed for Visual Art majors in their senior year to help prepare them for ARTV 496 – Senior Exhibition Project. 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 496 | UNDERGRADUATE RESEARCH: SENIOR EXHIBITION PROJECT**Units: 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 Exhibition Project should be taken in the final semester of the senior year. Every semester.

ARTV 498 | STUDIO INTERNSHIP**Units: 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.

ARTV 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Asian Studies

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.

Program Director

Yi Sun, PhD

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 the following: 6

ARTH 140	The Buddhist Temple
ASIA 194	Topics in Asian Studies
HIST 130	Introduction to East Asia
PHIL 175	Asian Philosophy
THRS 112	Introduction to World Religions

and 12 upper-division units from a minimum of two academic disciplines: 12

ARTH 360	Asia Modern
ASIA 494	Topics in Asian Studies
ECON 337	Economic Development of Asia
HIST 364	Topics in Asian History
HIST 365	History of China
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 372	United States-East Asia Relations
MUSC 340	Topics in World Music
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
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 director for approval.

Biology

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. Moreover, in recognition that all biological understanding has its origin in research, and this fundamental activity is as exciting as it is enlightening, all biology majors are required to include a Research Experience in their program of study. The Research Experience can be fulfilled in several ways,

including 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.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable 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.

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.

Undergraduate Research

Deeper 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. Either of these options can earn upper division biology units (BIOL 496) and fulfill the Research Experience requirement of the biology major. 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 and/or present them at scientific meetings, including the annual USD undergraduate research conference "Creative Collaborations."

Special Emphases within the Biology Major

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.

Pre-Health Sciences Emphasis

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, physical therapy, etc.). 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 graduate program prerequisites, help locate volunteer and community service opportunities, and help students understand the professional school application process.

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 (BIOL 300), cell/molecular biology (BIOL 480, BIOL 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 212, BIOL 213). 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), and Immunology (BIOL 484). 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.

Molecular and Cellular Biology Emphasis

An emphasis in molecular and cellular biology (MCB) provides a student with a broad understanding of biological principles while focusing on cellular and subcellular biology. An emphasis in MCB can prepare students for entry-level careers or graduate/professional studies in the health professions, biotechnology and pharmaceutical industry, higher education, government, and many other areas. These include traditional graduate programs in the biological sciences as well as Professional Science Masters degree (PSM) programs for those interested in leadership roles in biotech/pharma companies. Recommended upper-division biology courses include Molecular Biology (BIOL 482), Techniques in Molecular Biology (BIOL 382), Cell Physiology with Lab (BIOL 480 & BIOL 480L), Immunology (BIOL 484), Microbiology (BIOL 342), Electron Microscopy (BIOL 432), Animal Development (BIOL 376), and Biostatistics (BIOL 301). Addition of Biochemistry (CHEM 331) and Biochemistry Laboratory (CHEM 335) should also be considered. Students with an interest in physiology should also consider takingtake Plant Physiology (BIOL 472), Invertebrate Physiology (BIOL 477), and/or Vertebrate Physiology (BIOL 478). MCB students should also consider taking additional mathematics and a basic computer programming course. Biology majors pursuing this emphasis can meet their Research Experience requirement by doing research in the lab of a Biology or Biochemistry faculty member with a research program in these areas, or in the lab of an off-campus researcher through our internship program.

Ecology and Evolutionary Biology emphasis

A specialization in ecology and evolution (EE) provides a broad understanding of biological principles that can be applied to a variety of career paths. Graduates may take positions with local, state and federal government agencies (wildlife and fisheries management, natural resource management, park rangers, and game wardens), enter consulting firms (environmental consulting or environmental law), or continue with graduate studies for an academic career at colleges, universities, museums, or other research organizations such as zoological parks and aquariums. Students will have the option of tailoring their course and lab requirements to emphasize animal, plant, or ecological studies with an emphasis on field studies. Recommended upper-level division course include: Plant Systematics and Evolution (BIOL 344), Vertebrate Natural History (BIOL 346), Insect Biology (BIOL 348), Conservation Biology (BIOL 364), Desert Biology (BIOL 340), Ecological Communities of San Diego BIOL 361), Insect Biology (BIOL 348), Population Biology (BIOL 416), and Biological Oceanography (BIOL 451W). Students with a particular interest in comparative physiology should take courses in Invertebrate Physiology (BIOL 477), Plant Physiology (BIOL 472), and Vertebrate Physiology (BIOL 478). Students interested in environmental consulting should consider taking courses in Geographic Information Systems (ENVI 314) and (ENVI 315). All students pursuing an EE path should take Biostatistics (BIOL 301). Biology majors pursuing this emphasis can meet their Research Experience requirement by doing research in the lab of a Biology or Marine Science faculty member with a research program in these areas, or in the lab of an off-campus researcher through our internship program

Marine Biology Emphasis

Developing an emphasis in marine biology is ideal for those planning to focus on the biological dimension of life in the sea, either in preparation for graduate school or for a career in the care or study of marine life. In addition to the general program, Biostatistics (BIOL 301), Vertebrate Natural History (BIOL

346), Invertebrate Zoology (BIOL 350), and Biological Oceanography (BIOL 451W) are recommended. Students with a marine biology emphasis should also consider including courses from the Marine and Environmental Studies Program to complement their foundation in general biology. The University of San Diego also offers a major in marine science (see Marine Science Program section). A minor in marine science is recommended for those students interested in field applications in biology that include a marine element. Biology majors pursuing this emphasis can meet their Research Experience requirement by doing research in the lab of a Biology or Marine Science faculty member with a research program in this area, or in the lab of an off-campus researcher through our internship program.

Chair

Michael S. Mayer, PhD

Faculty

Lisa A.M. Baird, PhD

Terry H. Bird, PhD

Hugh I. Ellis, PhD

Richard J. Gonzalez, PhD

Adam S. Haberman, PhD

Valerie S. Hohman, PhD

Curtis M. Loer, PhD

Mary Sue Lowery, PhD

Geoffrey E. Morse, PhD

Marjorie L. Patrick, PhD

Gregory K. Pregill, PhD

Adam M. Siepielski, PhD

Marie A. Simovich, PhD

Curt W. Spanis, PhD

Preparation for the Major

BIOL 190	Introduction to Evolution	3
BIOL 221 & 221L	Introduction to Organismal Diversity and Introduction to Organismal Diversity Lab	4
BIOL 225 & 225L	Introduction to Cell Processes and Introduction to Cell Processes Laboratory	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 137 & 137L	General Physics II and General Physics II Lab	4

introductory college calculus

The Major

A minimum of 28 Upper-Division Units in biology is required. These must include:

Required Courses

BIOL 300	Genetics	3
BIOL 305	Ecology	3
BIOL 309	Research Methods	2
BIOL 495	Biology Capstone Seminar ¹	2

Research Experience

Select one of the following:		3-4
BIOL 490	Senior Project	
BIOL 491	Science in the Public Domain	
BIOL 496	Research ²	
BIOL 498	Internship in Biology ²	

¹ following completion of the Research Experience (below)

² BIOL 496 Research for three units over at least two semesters or BIOL 498 Internship in Biology for three units over at least two semesters

Students may choose elective courses according to their interests for the remainder of their upper-division units, but these must include a minimum of three laboratory classes (BIOL 490 can count as one of the three). At least 16 of the upper-division units for the major must be completed at USD.

Recommended Program of Study, Biology

Freshman Year

Semester I

	Hours
Preceptorial	3
BIOL 190 Introduction to Evolution	3
Select one of the following:	3-4
CHEM 151 General Chemistry I & 151L	
MATH	
CC or electives	3-6

Semester II

Select one of the following paths:	4
Path A:	
BIOL 221 Introduction to Organismal Diversity & 221L	
Path B:	
BIOL 225 Introduction to Cell Processes & 225L	
MATH	3-4
CC or electives	3-6

Sophomore Year

Semester I

Path A:	7
BIOL 225 Introduction to Cell Processes & 225L	
BIOL 305 Ecology	
Path B:	7
BIOL 221 Introduction to Organismal Diversity & 221L	

BIOL 300 Genetics	4
Select one of the following:	
CHEM 151 General Chemistry I & 151L	
CHEM 301 Organic Chemistry I & 301L	
CC or electives	3-6

Semester II

BIOL 300 Genetics (Path A)	3
BIOL 305 Ecology (Path B)	3
BIOL 309 Research Methods	2
CHEM 152 General Chemistry II & 152L	4
CC or electives	6-9

Junior Year

Semester I

BIOL	4-8
CHEM 301 Organic Chemistry I & 301L	4
PHYS 136 General Physics I & 136L	4
CC or electives	3-6

Semester II

BIOL	4-8
PHYS 137 General Physics II & 137L	4
CC or electives	3-13

Senior Year

Semester I

Select one of the following:	2-8
BIOL 495 Biology Capstone Seminar	
BIOL	
CC or electives	3-12

Semester II

Select one of the following:	2-8
BIOL 495 Biology Capstone Seminar	
BIOL	
CC or electives	3-12

The Minor

Minimum Requirements

BIOL 190 Introduction to Evolution	3
BIOL 221 Introduction to Organismal Diversity & 221L	4
BIOL 225 Introduction to Cell Processes & 225L	4
BIOL 300 Genetics	3
or BIOL 305 Ecology	
at least four units of upper division biology	4

CHEM 151/CHEM 151L is a pre- or corequisite for BIOL 225, and CHEM 301 is a prerequisite for some upper-division biology courses. 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.

Courses for Non-Majors (BIOL)

BIOL 101, BIOL 102, BIOL 103, BIOL 104, BIOL 105, BIOL 108, BIOL 110, BIOL 111, BIOL 112, BIOL 113, BIOL 114, and BIOL 115 will satisfy the core curriculum requirement. BIOL 101, BIOL 102, BIOL 104 and BIOL 105 are three hours of lecture weekly. None of these courses will satisfy requirements for the major or minor in biology.

BIOL 101 | SURVEY OF BIOLOGY

Units: 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 | ECOLOGY AND ENVIRONMENTAL BIOLOGY

Units: 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 | PLANTS AND PEOPLE

Units: 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. BIOL 103 is lecture only, 113 is two hours of lecture per week and one laboratory every other week.

BIOL 104 | TOPICS IN HUMAN BIOLOGY

Units: 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 | PHYSIOLOGY OF EXERCISE

Units: 3

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.

BIOL 108 | BIOLOGY OF BIRDS

Units: 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

Units: 3

Prerequisites: PHYS 105

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. Students majoring in liberal studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly.

BIOL 111 | SURVEY OF BIOLOGY WITH LAB

Units: 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 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY WITH LAB

Units: 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 overnight trip to the desert. Cross-listed as ENVI 102.

BIOL 113 | PLANTS AND PEOPLE WITH LAB

Units: 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. BIOL 103 is lecture only, 113 is two hours of lecture per week and one laboratory every other week.

BIOL 114 | TOPICS IN HUMAN BIOLOGY WITH LAB

Units: 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. 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.

BIOL 115 | PHYSIOLOGY OF EXERCISE WITH LAB

Units: 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. PHYS 105 is lecture only for 3 units, 115 is three hours of lecture and one laboratory weekly.

BIOL 212 | ANATOMY AND PHYSIOLOGY I**Units: 4**

A two-semester course on the fundamentals of human anatomy and physiology. The biological function and structure of the cells, tissues, and major organ systems in the body will be covered, along with basic concepts of chemistry and physics. The course will also cover the pathological conditions that are most often seen by medical personnel, and will discuss how the loss of homeostasis leads to pathology or disease. BIOL 212 is the prerequisite for BIOL 213, and this combination is 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. Three hours of lecture and one laboratory weekly.

BIOL 213 | ANATOMY AND PHYSIOLOGY II**Units: 4**

Prerequisites: BIOL 212

A two-semester course on the fundamentals of human anatomy and physiology. The biological function and structure of the cells, tissues, and major organ systems in the body will be covered, along with basic concepts of chemistry and physics. The course will also cover the pathological conditions that are most often seen by medical personnel, and will discuss how the loss of homeostasis leads to pathology or disease. BIOL 212 is the prerequisite for BIOL 213, and this combination is 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. Three hours of lecture and one laboratory weekly.

Courses for Biology Majors (BIOL)**BIOL 190 | INTRODUCTION TO EVOLUTION****Units: 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**Units: 3**

Prerequisites: BIOL 190

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.

BIOL 221L | INTRODUCTION TO ORGANISMAL DIVERSITY LAB**Units: 1**

Prerequisites: BIOL 190

A laboratory course to complement the lecture material presented in BIOL 221.

BIOL 225 | INTRODUCTION TO CELL PROCESSES**Units: 3**

Prerequisites: BIOL 190 (Can be taken Concurrently) and CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently)

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.

BIOL 225L | INTRODUCTION TO CELL PROCESSES LABORATORY**Units: 1**

Prerequisites: BIOL 225 (Can be taken Concurrently) and BIOL 190 (Can be taken Concurrently) and CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently)

A laboratory course to complement the lecture material presented in BIOL 225.

BIOL 300 | GENETICS**Units: 3**

Prerequisites: BIOL 190 and BIOL 225 and BIOL 225L

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.

BIOL 301 | BIOSTATISTICS**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and (BIOL 300 or BIOL 305)

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 modern computer software for data management, graphical presentation, and statistical tests. Three hours of lecture and one laboratory weekly.

BIOL 305 | ECOLOGY**Units: 3**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L

A study of the distribution and abundance of organisms. This survey course will include a discussion of the physical environment, biogeography, and ecosystems. Community and population ecology will also be addressed, and quantitative approaches will be emphasized. Field trips may be required. Marine Science majors or Environmental Studies majors may substitute MARS 300 for BIOL 305.

BIOL 310 | EVOLUTION**Units: 3**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 305

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.

BIOL 320 | EVOLUTION OF VERTEBRATE STRUCTURE**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 305

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 feeding, 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.

BIOL 340 | DESERT BIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 225 and BIOL 225L and BIOL 221 and BIOL 221L and BIOL 305

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.

BIOL 342 | MICROBIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

An introduction to the microbial world, with emphasis given to bacteria, archaea and viruses. The diversity of prokaryotes is surveyed with particular attention devoted to differences in cell physiology, energy metabolism and ecology. Interactions between humans and microbial pathogens are also examined. The laboratory stresses techniques in light microscopy and procedures used to culture and characterize microorganisms. Two hours of lecture and two laboratories weekly.

BIOL 344 | PLANT SYSTEMATICS AND EVOLUTION**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

An introduction to the study of plant diversity. The evolution and relationships of plants are examined from the perspective of geological and ecological history. Significant plant groups will be discussed, 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.

BIOL 346 | VERTEBRATE NATURAL HISTORY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

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.

BIOL 348 | INSECT BIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

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.

BIOL 350 | INVERTEBRATE ZOOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 305

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.

BIOL 361 | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY**Units: 2**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 305

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.

BIOL 364 | CONSERVATION BIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 305

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.

BIOL 376 | ANIMAL DEVELOPMENT**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

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*) that 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.

BIOL 382 | TECHNIQUES IN MOLECULAR BIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

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.

BIOL 416 | POPULATION BIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 305 and (MATH 130 or MATH 150) and BIOL 300

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.

BIOL 432 | ELECTRON MICROSCOPY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

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.

BIOL 451W | BIOLOGICAL OCEANOGRAPHY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

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.

BIOL 460W | ECOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305 and (MATH 130 or MATH 150)

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.

BIOL 472 | PLANT PHYSIOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and CHEM 151 and CHEM 151L and CHEM 152 and CHEM 152L

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.

BIOL 477 | INVERTEBRATE PHYSIOLOGY**Units: 3**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

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.

BIOL 477L | INVERTEBRATE PHYSIOLOGY LAB**Units: 1**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305 (Can be taken Concurrently)

Corequisites: BIOL 477

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**Units: 3**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

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.

BIOL 478L | VERTEBRATE PHYSIOLOGY LAB**Units: 1**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305 and BIOL 478 (Can be taken Concurrently)

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**Units: 3**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305 and CHEM 301 (Can be taken Concurrently) and CHEM 301L (Can be taken Concurrently)

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, and control of the cell cycle. Three hours of lecture weekly.

BIOL 480L | CELL PHYSIOLOGY**Units: 1**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305 and BIOL 480 (Can be taken Concurrently) and CHEM 301

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**Units: 3-4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and CHEM 301

A study of the structure and function of genes, emphasizing the understanding of gene regulation at many levels. The course will examine DNA structure and mechanics of replication, repair, transcription, and translation in prokaryotes and eukaryotes. Critical experiments will be studied to examine the development of concepts in molecular biology. Other special topics may include the molecular biology of development, cancer, HIV, and whole genome analysis. Three hours of lecture weekly.

BIOL 484 | IMMUNOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300 and BIOL 305

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.

BIOL 490 | SENIOR PROJECT**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 309

Students work on individual research projects that apply appropriate research techniques to test hypotheses. Completion of course will require oral presentation of results.

BIOL 491 | SCIENCE IN THE PUBLIC DOMAIN**Units: 3**

Prerequisites: BIOL 309 and BIOL 190 and BIOL 225 and BIOL 225L and BIOL 221 and BIOL 221L

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.

BIOL 494 | TOPICS IN BIOLOGY**Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and (BIOL 300 or BIOL 305)

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.

BIOL 495 | BIOLOGY CAPSTONE SEMINAR**Units: 2**

Prerequisites: BIOL 490 or BIOL 491 or BIOL 496 or BIOL 498

The techniques of seminar preparation, presentation, and critique will be refined through collaboration with faculty and peers, culminating with each student presenting a public seminar on their Research Experience. Enrollment for credit is limited to seniors.

BIOL 496 | RESEARCH**Units: 1-3 Repeatability: No**

Students develop and/or assist in research projects in various fields of biology working with a 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.

BIOL 497 | TECHNIQUES IN BIOLOGY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: and BIOL 225L

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.

BIOL 498 | INTERNSHIP IN BIOLOGY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Chemistry and Biochemistry

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. 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.

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 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, BIOL 221L, BIOL 225, BIOL 225L and any additional science courses recommended by the Director of Pre-Health Advising.

Chair

David O. De Haan, PhD

Faculty

Jessica K. Bell, PhD

Lauren B. Benz, PhD

James P. Bolender, PhD

Timothy B. Clark, PhD

Christopher J. A. Daley, PhD

Tammy J. Dwyer, PhD

Thomas R. Herrinton, PhD

Peter M. Iovine, PhD

Jeremy S. Kua, PhD

Mitchell R. Malachowski, PhD

Joseph J. Provost, PhD

Joan G. Schellinger, PhD

Deborah C. Tahmassebi, PhD

Chemistry Major

Preparation for the Major

CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 220	Analytical Chemistry	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4

The Major

CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHEM 311	Physical Chemistry I	3
CHEM 312	Physical Chemistry II	3
CHEM 331	Biochemistry	3
CHEM 396W	Research Methods	3
CHEM 440	Inorganic Chemistry	3

CHEM 489	Major Field Test in Chemistry	0
Select one elective		3
Select two of the following advanced laboratories:		6
CHEM 421	Organic/Physical Experimental Chemistry	
CHEM 423	Inorganic/Physical Experimental Chemistry	
CHEM 425	Instrumental Analysis	
CHEM 427	Biophysical Chemistry Laboratory	

Majors must complete 32 units of upper division coursework in chemistry. 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.

Biochemistry Major

Preparation for the Major

CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 220	Analytical Chemistry	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
BIOL 190	Introduction to Evolution	3
BIOL 225 & 225L	Introduction to Cell Processes and Introduction to Cell Processes Laboratory	4
BIOL 300	Genetics	3

The Major

CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHEM 311	Physical Chemistry I	3
CHEM 314	Biophysical Chemistry	3
CHEM 331	Biochemistry	3
CHEM 335	Biochemistry Laboratory	3
CHEM 396W	Research Methods	3
CHEM 489	Major Field Test in Chemistry	0
Select one elective		3
Select onf the following advanced laboratories:		6
CHEM 421	Organic/Physical Experimental Chemistry	
CHEM 423	Inorganic/Physical Experimental Chemistry	
CHEM 425	Instrumental Analysis	
CHEM 427	Biophysical Chemistry Laboratory	

Electives may be chosen from other chemistry courses for which prerequisites have been met or BIOL 342, BIOL 376, BIOL 382, BIOL 480, BIOL 482 or BIOL 484. Majors must complete 29 units of upper division coursework in chemistry (counting the elective).

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.

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		Hours
CHEM 151 & 151L	General Chemistry I	4
MATH 150 ¹	Calculus I	4
BIOL 190	Introduction to Evolution	3
Core or electives		4-5

Semester II

CHEM 152 & 152L	General Chemistry II	4
MATH 151	Calculus II	4
BIOL 225 & 225L	Introduction to Cell Processes	4
Core or electives		3-4

Sophomore Year

Semester I

CHEM 301 & 301L	Organic Chemistry I	4
CHEM 220	Analytical Chemistry	3
BIOL 221 & 221L ²	Introduction to Organismal Diversity	4
Core or electives		4-5

Semester II

CHEM 302 & 302L	Organic Chemistry II	4
PHYS 270	Introduction to Mechanics	3
BIOL 300	Genetics	3
Core or electives		4-5

Junior Year

Semester I

CHEM 311	Physical Chemistry I	3
CHEM 331	Biochemistry	3
PHYS 271	Introduction to Electricity and Magnetism	3
Core or electives		5-6

Semester II

CHEM 396W ³	Research Methods	3
------------------------	------------------	---

CHEM 314	Biophysical Chemistry	3
CHEM 335	Biochemistry Laboratory	3
Core or electives		6-9

Senior Year

Semester I

CHEM 396W ³	Research Methods	3
CHEM 421 or 425	Organic/Physical Experimental Chemistry Instrumental Analysis	3
CHEM 440	Inorganic Chemistry	3
Core or electives		6-9

Semester II

CHEM 427	Biophysical Chemistry Laboratory	3
UD CHEM or BIOL elective		3-4
CHEM 489	Major Field Test in Chemistry	0
Core or electives		8-12

- Students deficient in mathematics should take MATH 115, followed by MATH 150 and MATH 151.
- BIOL 221/BIOL 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.

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

		Hours
CHEM 151 & 151L	General Chemistry I	4
MATH 150 ¹	Calculus I	4
Core or electives		7-8

Semester II

CHEM 152 & 152L	General Chemistry II	4
MATH 151	Calculus II	4
Core or electives		7-8

Sophomore Year

Semester I

CHEM 301 & 301L	Organic Chemistry I	4
CHEM 220	Analytical Chemistry	3
Core or electives		8-9

Semester II

CHEM 302 & 302L	Organic Chemistry II	4
PHYS 270 & 270L	Introduction to Mechanics	4
Core or electives		7-8

Junior Year**Semester I**

CHEM 311	Physical Chemistry I	3
CHEM 331 or 440	Biochemistry Inorganic Chemistry	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
Core or electives		5-6

Semester II

CHEM 312	Physical Chemistry II	3
CHEM 396W ²	Research Methods	3
CHEM 423 or 427 ³	Inorganic/Physical Experimental Chemistry Biophysical Chemistry Laboratory	3
Core or electives		6-9

Senior Year**Semester I**

CHEM 421 or 425 ³	Organic/Physical Experimental Chemistry Instrumental Analysis	3
CHEM 331 or 440	Biochemistry Inorganic Chemistry	3
CHEM 396W ²	Research Methods	3
Core or electives		6-9

Semester II

CHEM 423 or 427 ³	Inorganic/Physical Experimental Chemistry Biophysical Chemistry Laboratory	3
UD CHEM elective		3
CHEM 489	Major Field Test in Chemistry	0
Core or electives		9-12

¹ Students deficient in mathematics should take MATH 115 instead of MATH 150, followed by MATH 150 and MATH 151.

² CHEM 396W may be completed in either semester of the junior year or fall of the senior year.

³ Students must complete two (2) of the following: CHEM 421, CHEM 423, CHEM 425, CHEM 427.

Chemistry Minor

CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
10 units of upper division chemistry		10

Students taking the minor to enhance employment possibilities in biotechnology, pharmaceutical industry or pharmacy school are advised to take CHEM 220.

Chemistry Courses (CHEM)**CHEM 101 | CHEMISTRY AND SOCIETY****Units: 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**Units: 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 SCIENCES FOR K-8 TEACHERS**Units: 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. Spring Semester.

CHEM 111 | CHEMISTRY AND SOCIETY WITH LABORATORY**Units: 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 | GENERAL CHEMISTRY I**Units: 3**

Prerequisites: (Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or MATH 115 (Can be taken Concurrently) or MATH 130 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently)) and CHEM 151L (Can be taken Concurrently)

Part 1 of 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.

CHEM 151L | GENERAL CHEMISTRY I LABORATORY**Units: 1**

Prerequisites: CHEM 151 (Can be taken Concurrently)

Part 1 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. CHEM 151L has one laboratory period that meets biweekly.

CHEM 152 | GENERAL CHEMISTRY II**Units: 3**

Prerequisites: (Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or MATH 115 or MATH 130 or MATH 150) and CHEM 152L (Can be taken Concurrently) and (CHEM 151 and CHEM 151L)

Part 2 of 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.

CHEM 152H | HONORS GENERAL CHEMISTRY**Units: 3**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 (Can be taken Concurrently)

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.

CHEM 152L | GENERAL CHEMISTRY II LABORATORY**Units: 1**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 (Can be taken Concurrently)

Part 2 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. One laboratory period weekly.

CHEM 220 | ANALYTICAL CHEMISTRY**Units: 3**

Prerequisites: CHEM 152 and CHEM 152L

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.

CHEM 301 | ORGANIC CHEMISTRY I**Units: 3**

Prerequisites: CHEM 152 and CHEM 152L and CHEM 301L (Can be taken Concurrently)

Part 1 of 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. Fall Semester.

CHEM 301L | ORGANIC CHEMISTRY I LABORATORY**Units: 1**

Prerequisites: CHEM 152L

Corequisites: CHEM 301

This lab is the first semester of a two-semester sequence. It introduces common organic lab techniques (including chromatography, extraction, recrystallization, distillation) used for separating and analyzing organic compounds. One laboratory period weekly. Fall semester.

CHEM 302 | ORGANIC CHEMISTRY II**Units: 3**

Prerequisites: CHEM 301 and CHEM 301L and CHEM 302L (Can be taken Concurrently)

Part 2 of 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. Spring semester.

CHEM 302L | ORGANIC CHEMISTRY II LABORATORY**Units: 1**

Prerequisites: CHEM 301 and CHEM 301L and CHEM 302 (Can be taken Concurrently)

This lab is the second semester of a two-semester sequence. Common organic lab techniques and spectroscopy are used to carry out and analyze multi-step organic syntheses One laboratory period weekly. Spring semester.

CHEM 311 | PHYSICAL CHEMISTRY I**Units: 3**

Prerequisites: CHEM 152 (Can be taken Concurrently) and MATH 151 (Can be taken Concurrently) and PHYS 270 (Can be taken Concurrently) and PHYS 271 (Can be taken Concurrently)

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Fall semester.

CHEM 312 | PHYSICAL CHEMISTRY II**Units: 3**

Prerequisites: CHEM 311

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

CHEM 314 | BIOPHYSICAL CHEMISTRY**Units: 3**

Prerequisites: BIOL 225 and PHYS 270 and MATH 151 and CHEM 331 (Can be taken Concurrently)

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.

CHEM 331 | BIOCHEMISTRY**Units: 3**

Prerequisites: CHEM 302 and CHEM 302L

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.

CHEM 335 | BIOCHEMISTRY LABORATORY**Units: 3**

Prerequisites: CHEM 220 and CHEM 331 (Can be taken Concurrently)

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.

CHEM 355 | ENVIRONMENTAL CHEMISTRY**Units: 3**

Prerequisites: CHEM 152 and CHEM 152L

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.

CHEM 396W | RESEARCH METHODS**Units: 3**

Prerequisites: CHEM 220

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. May be taken either semester of junior year or fall semester of senior year. One lecture and eight hours of laboratory research weekly. Prereq: CHEM 220 and approval by department chair.

CHEM 421 | ORGANIC/PHYSICAL EXPERIMENTAL CHEMISTRY**Units: 3**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)

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.

CHEM 423 | INORGANIC/PHYSICAL EXPERIMENTAL CHEMISTRY**Units: 3**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 and CHEM 440

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.

CHEM 425 | INSTRUMENTAL ANALYSIS**Units: 3**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)

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.

CHEM 427 | BIOPHYSICAL CHEMISTRY LABORATORY**Units: 3**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 331

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. CHEM 335 is strongly recommended.

CHEM 440 | INORGANIC CHEMISTRY**Units: 3**

Prerequisites: CHEM 302 and CHEM 311 (Can be taken Concurrently)

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.

CHEM 489 | MAJOR FIELD TEST IN CHEMISTRY**Units: 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**Units: 4 Repeatability: Yes (Repeatable if topic differs)**

Rotating in-depth courses focused on various chemical and biochemical topics based primarily on the expertise of faculty. Repeatability: Yes (Can be repeated for credit when topic changes.) Prereq: Varied.

CHEM 496 | UNDERGRADUATE RESEARCH**Units: 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. Prereq: Approval by department chair.

CHEM 496H | HONORS UNDERGRADUATE RESEARCH (1-3)**Units: 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. Prereq: Approval by department chair, membership in the Honors Program.

Classical Studies

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.

Coordinator

Florence Gillman, PhD, STD

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.

Select 6 Lower-Division Units from:

ARTH 133	Introduction to Art History I	3
ENGL 223	Studies in Genre	3
ENGL 223	Studies in Genre	3
ENGL 228	Studies in World Literature	3
HIST 102	The Ancient World	3
PHIL 270	History of Ancient Philosophy	3

Select 12 Upper-Division Units from:

ANTH 390	Archaeology of the Bible	3
ANTH 391	Bethsaida Archaeological Field School	3
ENGL 494	Special Topics	3
GREK 499	Independent Study	1-3
HIST 311	Greek Civilization	3
HIST 312	Roman Civilization	3
HIST 321	The Fall of the Roman Empire	3
LATN 499	Independent Study	1-3
PHIL 470	Studies in Ancient Philosophy	3
POLS 301	Political Thought: Ancient to Modern	3
THRS 353	Early Christianity	3
THRS 385	Paul, the Man & his Message	3
THRS 388	The World of the Bible	3

Communication Studies

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, and experience for undergraduate students competent in the construction, reception, and analysis of messages, which give shape to our world. Communication studies prepare students to participate in the 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 participate in an outstanding internship program. In addition, the department supports The Vista, USDtv,

and USD Radio and offers the opportunity to receive academic credit for these experiences. No more than three practicum units may be applied toward the major or minor. No more than six units combined of practicum 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, COMM 130 and COMM 203 satisfy the core curriculum requirement in the social sciences.

Chair

Kristin C. Moran, PhD

Faculty

Bradley J. Bond, PhD

Jonathan M. Bowman, PhD

Mary Brinson, PhD

Leeva C. Chung, PhD

Esteban del Rio, PhD

Gregory Ghio, MA

Carole L. Huston, PhD

Diane M Keeling, PhD

Gina Lew, MA

Antonieta Mercado, PhD

Roger C. Pace, PhD

Eric C. Pierson, PhD

Susannah R. Stern, PhD

David B. Sullivan, PhD

Larry A. Williamson, PhD

Required Lower-Division Core

COMM 101	Introduction to Human Communication	3
COMM 130	Introduction to Media Studies	3
COMM 203	Public Speaking	3
COMM 220	Introduction to Media Writing	3
COMM 265	Introduction To Research	3

Required Upper Division Core

COMM 300	Communication Theory	3
COMM 336	Communication Criticism	3

Required Upper Division Human Communication

Select 6 units from the following: 6

COMM 325	Interpersonal Communication
COMM 326	Nonverbal Communication
COMM 350	Small Group Communication
COMM 353	Organizational Communication
COMM 370	Rhetorical Theory
COMM 403	Advanced Public Speaking

COMM 422W	Family Business Communication
COMM 445	Gender Communication
COMM 455	Interviewing and Negotiating: Principles and Practices
COMM 460	Persuasion and Propaganda
COMM 475	Intercultural Communication
COMM 488	Global Team Development

Required Upper Division Media Studies
 Select 6 Units from the following: 6

COMM 330	Media Processes And Effects
COMM 338	Media and Conflict
COMM 380	International Media
COMM 432	Film and Cultural Politics
COMM 433	American Independent Cinema (3)
COMM 435	Principles of Video Production
COMM 462	Political Communication
COMM 463	Communication and Sports
COMM 480	Advanced Topics in International Media
COMM 482	Children and Media
COMM 483	Teens and Popular Culture
COMM 485	Writing for Media

Upper Division Electives
 Select Any 6 Units of Upper Division Communication courses including COMM courses not listed above 6

¹ COMM 101, COMM 130, and COMM 203 satisfy the core curriculum requirement in the social sciences.

Recommended Program of Study

Freshman Year

Semester I	Hours
Preceptorial	3
COMM 101 Introduction to Human Communication or 130 Introduction to Media Studies	3
CC	9

COMM 130 Introduction to Media Studies or 203 Public Speaking	3
COMM 265 Introduction To Research	3
CC	9

Sophomore Year

COMM 203 Public Speaking or 220 Introduction to Media Writing	3
COMM 300 Communication Theory	3
CC	9

COMM 336 Communication Criticism	3
Upper Division COMM	3
CC	9

Junior Year

Upper Division COMM	6-9
---------------------	-----

CC or electives	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	

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

COMM 101	Introduction to Human Communication	3
Select one of the following:		3
COMM 130	Introduction to Media Studies	
COMM 203	Public Speaking	
COMM 220	Introduction to Media Writing	

Required Upper Division Core

COMM 300	Communication Theory	3
or COMM 336	Communication Criticism	

Upper Division Electives

Select from any upper division communication course	9
---	---

Communication Studies Courses (COMM)

COMM 101 | INTRODUCTION TO HUMAN COMMUNICATION Units: 3

An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for all upper division communication studies courses, and fulfills a core curriculum requirement in the social sciences.

COMM 130 | INTRODUCTION TO MEDIA STUDIES Units: 3

This course offers an introduction to the examination of media and media literacy. Students learn about the origins, history, and development of mass media. Additionally, the present structure, characteristics, and challenges in the areas of radio, television, and cable are addressed. Fulfills a core curriculum requirement in the social sciences.

COMM 203 | PUBLIC SPEAKING Units: 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**Units: 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**Units: 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 294 | SPECIAL TOPICS**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

The course will introduce students to various topics within the field of communication. Course may be repeated as topics vary.

COMM 298 | FIELD EXPERIENCE**Units: 0.5 Repeatability: Yes (Can be repeated for Credit)****COMM 300 | COMMUNICATION THEORY****Units: 3**

Prerequisites: COMM 101

This course provides a comprehensive survey of the various theories that comprise the communication studies discipline. Students are exposed to the dominant philosophical, conceptual, and critical perspectives germane to communication as a distinct academic pursuit. This class is intended as an overview of both speech communication and media studies traditions and is a recommended prerequisite to all upper division courses in Communication Studies.

COMM 325 | INTERPERSONAL COMMUNICATION**Units: 3**

Prerequisites: COMM 101

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.

COMM 326 | NONVERBAL COMMUNICATION**Units: 3**

Prerequisites: COMM 101

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.

COMM 330 | MEDIA PROCESSES AND EFFECTS**Units: 3**

Prerequisites: COMM 130

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.

COMM 330W | MEDIA PROCESSES AND EFFECTS**Units: 3**

Prerequisites: COMM 130

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.

COMM 336 | COMMUNICATION CRITICISM**Units: 3**

Prerequisites: COMM 101

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.

COMM 336W | COMMUNICATION CRITICISM**Units: 3**

Prerequisites: COMM 101

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.

COMM 338 | MEDIA AND CONFLICT**Units: 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**Units: 3**

Prerequisites: COMM 101

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.

COMM 353 | ORGANIZATIONAL COMMUNICATION**Units: 3-4**

Prerequisites: COMM 101

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.

COMM 365 | COMMUNICATION RESEARCH METHODS**Units: 3-4**

Prerequisites: COMM 265

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.

COMM 366W | INTERPRETIVE RESEARCH METHODS**Units: 3**

Prerequisites: COMM 265

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.

COMM 370 | RHETORICAL THEORY**Units: 3**

Prerequisites: COMM 101

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.

COMM 370W | RHETORICAL THEORY**Units: 3**

Prerequisites: COMM 101

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.

COMM 380 | INTERNATIONAL MEDIA**Units: 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**Units: 3**

Prerequisites: COMM 203

This course offers intensive training in the types of public speaking that are germane to social, political, and business communication. Through instructor and peer critique, students will gain proficiency in extemporaneous and impromptu speaking, and debate. Special attention is given to the critique and engagement of public controversy.

COMM 422 | FAMILY BUSINESS COMMUNICATION**Units: 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 experiencesal portfolio of their work.

COMM 422W | FAMILY BUSINESS COMMUNICATION**Units: 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 experiencesal portfolio of their work.

COMM 432 | FILM AND CULTURAL POLITICS**Units: 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 432W | FILM AND CULTURAL POLITICS**Units: 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 433 | AMERICAN INDEPENDENT CINEMA (3)**Units: 3**

This course is an examination of the history, forms, and functions of American independent cinema. The course will introduce students to important films and filmmakers instrumental in the independent genre while comparing and contrasting the aesthetic and content of independent cinema with the traditional practices of Hollywood studios. The course will also focus on independent cinema as a vehicle of social and political change including representations lacking in mainstream film production and inclusion of a wider spectrum of voices and experiences.

COMM 435 | PRINCIPLES OF VIDEO PRODUCTION**Units: 3**

Prerequisites: COMM 130

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.

COMM 445 | GENDER COMMUNICATION**Units: 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 COMM 130 before enrolling in this course. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 445W | GENDER COMMUNICATION**Units: 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 COMM 130 before enrolling in this course.

COMM 455 | INTERVIEWING AND NEGOTIATING: PRINCIPLES AND PRACTICES**Units: 3**

Prerequisites: COMM 101

This course is an examination of methods and techniques applicable to a variety of interviews and negotiations. 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.

COMM 460 | PERSUASION AND PROPAGANDA**Units: 3**

Prerequisites: COMM 101

This course is an examination of various forms of persuasion and propaganda. Through understanding rhetorical, behavioral, and cognitive theories of persuasion students will learn to both create and ethically critique persuasive messages.

COMM 462 | POLITICAL COMMUNICATION**Units: 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 | COMMUNICATION AND SPORTS**Units: 3**

This course examines the numerous aspects of communication and sports in the U.S., 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, the coverage and business of sports communication, sports media audiences and fandom, and contemporary issues in sports communication.

COMM 475 | INTERCULTURAL COMMUNICATION**Units: 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. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 475W | INTERCULTURAL COMMUNICATION**Units: 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 | ADVANCED TOPICS IN INTERNATIONAL MEDIA**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 480W | ADVANCED TOPICS IN INTERNATIONAL MEDIA**Units: 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. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 482 | CHILDREN AND MEDIA**Units: 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. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 482W | CHILDREN AND MEDIA**Units: 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. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 483 | TEENS AND POPULAR CULTURE**Units: 3**

This course aims to examine the complex relationship between teenagers and the popular media. Focusing primarily on American teens, various important issues we 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. Course may be offered to fulfill the core upper division writing requirement. Check the Schedule of Classes.

COMM 485 | WRITING FOR MEDIA**Units: 3**

This course introduces students to the skills and strategies associated with writing and production in various electronic media industries. Course material surveys the industry standards media professionals bring to their work, as well as academic criticism of these practices. Students will learn how to create and criticize a variety of electronic media texts, including news packages, television narratives, and advertisements.

COMM 485W | WRITING FOR MEDIA**Units: 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**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 493 | USD MEDIA PRACTICUM**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMM 220

Student media participants can register to receive credit and work in a multi-media environment. The lab will facilitate collaboration between USD's media outlets as student learn to navigate the convergent media environment. The lab will emphasize industry best practices. Student may retake course for up to a total of 3 units.

COMM 494 | SPECIAL TOPICS IN COMMUNICATION STUDIES**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Selected topics in Communication Studies will be examined. The course may be repeated as topics vary.

COMM 495 | SENIOR PROJECT**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMM 265

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.

COMM 498 | COMMUNICATION STUDIES INTERNSHIP**Units: 2-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMM 300 (Can be taken Concurrently)

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.

COMM 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

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.

Chair

Eric Jiang, PhD

Faculty

Dwight R. Bean, PhD

Saturnino Garcia, PhD

John Glick, PhD

Diane Hoffoss, PhD

Stacy Langton, PhD

Luby Liao, PhD

Jack W. Pope, PhD

Lukasz Pruski, PhD

Major Requirements

Lower-Division preparation for the major

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 & Algorithms	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 160	Logic for Mathematics and Computer Science	3

Note: MATH 160 Logic for Mathematics and Computer Science satisfies the core curriculum logic competency requirement. Students majoring in computer science should take this course instead of PHIL 101 Introduction to Logic or PHIL 102 Basic Symbolic Logic.

Upper Division

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

Elective Courses

Select nine upper division units from the following:		9
COMP 340	Numerical Analysis	
COMP 345	Database Management Systems Design	
COMP 350	Computer Graphics	
COMP 355	Digital Modeling and Simulation	
COMP 360	Principles of Programming Languages	
COMP 375	Networking	
COMP 380	Neural Networks	

COMP 480	Algorithms
COMP 494	Special Topics
COMP 499	Independent Study

At least 15 of the upper-division units in the major must be completed at USD.

It is highly recommended that computer science majors pursue a minor in a related field such as mathematics, physics, engineering, or business administration.

It is also recommended that computer science majors take one or more of the courses MATH 320, MATH 350, and MATH 355, for additional background in mathematics.

Recommended Program for Computer Science Students Beginning Study in Fall 2014 or Fall 2016

Freshman Year

Semester I		Hours
COMP 150	Computer Programming I	3
MATH 150	Calculus I	4
CC		9

Semester II

COMP 151	Computer Programming II	3
MATH 151	Calculus II	4
CC		9

Sophomore Year

Semester I

COMP 285	Data Structures & Algorithms	3
MATH 160	Logic for Mathematics and Computer Science	3
CC		9-12

Semester II

COMP 305	Object-Oriented Design and Programming	3
CC		12-15

Junior Year

Semester I

COMP 280	Introduction to Assembly Language	3
Upper-Division COMP Elective		3
CC and electives		9-12

Semester II

COMP 300	Principles of Digital Hardware	4
Upper-Division COMP Elective		3
CC and electives		9-12

Senior Year

Semester I

COMP 310	Operating Systems	3
COMP 465W	Software Engineering	3
Upper-Division COMP Elective		3
CC and electives		6-9

Semester II

COMP 370	Automata, Computability and Formal Languages	3
----------	--	---

COMP 495	Senior Project	2
CC and electives		9-12

Recommended Program for Computer Science Students Beginning Study in Fall 2015

Freshman Year

Semester I

		Hours
COMP 150	Computer Programming I	3
MATH 150	Calculus I	4
CC		9

Semester II

COMP 151	Computer Programming II	3
MATH 151	Calculus II	4
CC		

Sophomore Year

Semester I

COMP 280	Introduction to Assembly Language	3
COMP 285	Data Structures & Algorithms	3
MATH 160	Logic for Mathematics and Computer Science	3
CC		6-9

Semester II

COMP 300	Principles of Digital Hardware	4
COMP 305	Object-Oriented Design and Programming	3
CC		9-12

Junior Year

Semester I

COMP 310	Operating Systems	3
Upper-Division COMP Elective		3
CC and electives		9-12

Semester II

COMP 370	Automata, Computability and Formal Languages	3
Upper-Division COMP Elective		3
CC and electives		9-12

Senior Year

Semester I

COMP 465W	Software Engineering	3
Upper-Division COMP Elective		3
CC and electives		12-15

Semester II

COMP 495	Senior Project	2
CC and electives		12-15

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 ¹		12

¹ At least 9 of which are in upper division courses, excluding COMP 498. One course at most from ELEC 310, ELEC 340, ELEC 410, and ELEC 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 & Algorithms	3
ITMG 350	Management Information Systems	3
Nine additional units ¹		9

¹ At least 6 of which are in upper division courses chosen from:

1. the computer science offerings listed in this course catalog, excluding COMP 100 and COMP 498. COMP 345 is highly recommended.
2. ITMG 350 Management Information Systems

Lower-Division Courses (COMP)

COMP 100 | INTRODUCTORY COMPUTER PROGRAMMING

Units: 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

Units: 3

Prerequisites: MATH 115 or Passing the appropriate departmental placement test within the previous year

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. Prereq: MATH 115 with a minimum grade of C-, or pass Level 2 mathematics placement exam. COMP 100 is not a prerequisite.

COMP 151 | COMPUTER PROGRAMMING II

Units: 3

Prerequisites: COMP 150

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; Prereq: COMP 150 with a grade of C- or better.

COMP 160 | PROGRAMMING LANGUAGES**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMP 150

Introduction to a particular high-level programming language such as C, C++, Python, Ruby, MATLAB, and Maple. Programming assignments appropriate to the language studied. Prereq: COMP 150 with a grade of C- or better. This course does not satisfy any of the requirements for the major in computer science.

COMP 280 | INTRODUCTION TO ASSEMBLY LANGUAGE**Units: 3**

Prerequisites: COMP 151

Machine structure; machine language; assembly language instructions and addressing modes; data representations; subroutines; macros; traps and interrupts; and input and output. Prereq: COMP 151 with a grade of C- or better.

COMP 285 | DATA STRUCTURES & ALGORITHMS**Units: 3**

Prerequisites: (COMP 151 and MATH 160)

Data structures, algorithm analysis and general programming design and applications; balanced trees, hashing, priority queues, sets, and graphs; more on sorting and searching; Prereq: COMP 151 with a grade of C- or better and MATH 160 with a grade of C- or better.

Upper-Division Courses (COMP)**COMP 300 | PRICIPLES OF DIGITAL HARDWARE****Units: 4**

Prerequisites: MATH 160 and COMP 280

Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week. Prereq: COMP 280 with a minimum grade of C- and MATH 160 with a grade of C- or better.

COMP 305 | OBJECT-ORIENTED DESIGN AND PROGRAMMING**Units: 3**

Prerequisites: COMP 285

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. Prereq: COMP 285 with a grade of C- or better.

COMP 310 | OPERATING SYSTEMS**Units: 3**

Prerequisites: COMP 285 and COMP 300

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming. Prereq: COMP 285 with a grade of C- or better and COMP 300 with a grade of C- or better.

COMP 340 | NUMERICAL ANALYSIS**Units: 3**

Prerequisites: MATH 151 and COMP 150

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. Prereq: COMP 150 with a grade of C- or better and MATH 151 with a grade of C- or better. Cross-listed as MATH 340.

COMP 341 | NUMERICAL ANALYSIS II (3)**Units: 3**

Prerequisites: MATH 250 and MATH 320 and MATH 330 (Can be taken Concurrently) and COMP 340

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prereq: MATH 250, 320, 330 (may be taken concurrently), and COMP 340, all with a grade of C- or better. Cross-listed as MATH 341.

COMP 345 | DATABASE MANAGEMENT SYSTEMS DESIGN**Units: 3**

Prerequisites: COMP 285

Introduction to database concepts; data models; query facilities; and file organization and security. Prereq: COMP 285 with a grade of C- or better.

COMP 350 | COMPUTER GRAPHICS**Units: 3**

Prerequisites: MATH 151 and COMP 285

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. Prereq: COMP 285 with a grade of C- or better and MATH 151 with a grade of C- or better.

COMP 355 | DIGITAL MODELING AND SIMULATION**Units: 3**

Prerequisites: MATH 151 and COMP 305

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. Prereq: COMP 305 with a grade of C- or better and MATH 151 with a grade of C- or better.

COMP 360 | PRINCIPLES OF PROGRAMMING LANGUAGES**Units: 3**

Prerequisites: COMP 285

The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages. Prereq: COMP 285 with a grade of C- or better; COMP 280 is recommended.

COMP 370 | AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES**Units: 3**

Prerequisites: COMP 285

Finite state machines; formal grammars; computability and Turing machines. Prereq: COMP 285 with a grade of C- or better, or upper division mathematics course.

COMP 375 | NETWORKING**Units: 3**

Prerequisites: COMP 151

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. Prereq: COMP 151 with a grade of C- or better.

COMP 380 | NEURAL NETWORKS**Units: 3**

Prerequisites: COMP 285 and MATH 151

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. Prereq: COMP 285 with a grade of C- or better and MATH 151 with a grade of C- or better.

COMP 465W | SOFTWARE ENGINEERING**Units: 3**

Prerequisites: COMP 305

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. Prereq: COMP 305 with a grade of C- or better.

COMP 480 | ALGORITHMS**Units: 3**

Prerequisites: MATH 151 and COMP 285

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity. Prereq: COMP 285 with a grade of C- or better and MATH 151 with a grade of C- or better.

COMP 494 | SPECIAL TOPICS**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMP 305

Topics of special interest chosen by the instructor. Prereq: COMP 305 with a grade of C- or better and consent of the instructor. COMP 494 may be repeated for credit with a different topic.

COMP 495 | SENIOR PROJECT**Units: 2**

Prerequisites: COMP 465W

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-world problems. A final written report and oral presentation in the presence of other students and faculty are required. Prereq: COMP 465W with a grade of C- or better and senior standing.

COMP 498 | INTERNSHIP**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMP 151

Individual study including library or laboratory research or program writing. A written report is required. Prereq: COMP 151 and consent of instructor. COMP 499 may be repeated for a total of three units.

Education Recreation

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 Campus Recreation (<http://www.sandiego.edu/campusrecreation>) for course descriptions. Courses may be repeated each semester. See also Intercollegiate Athletics (<http://www.usdtoreros.com>).

Education Recreation (EDRC)

EDRC 100 | SCUBA DIVING**Units: 0.5-1****EDRC 101 | SWIMMING CONDITIONING****Units: 0.5****EDRC 102 | WATER POLO COED****Units: 0.5****EDRC 103 | LIFEGUARDING/WATER SAFETY INSTRUCTOR****Units: 0.5****EDRC 104 | SWIMMING****Units: 0.5****EDRC 105 | ADAPTIVE AQUATICS/WATER FITNESS****Units: 0.5****EDRC 106 | SWIM TRAINING****Units: 0.5****EDRC 107 | MIXED MARTIAL ARTS****Units: 0.5****EDRC 108 | ESCRIMA****Units: 0.5****EDRC 109 | KENDO****Units: 0.5****EDRC 110 | KARATE****Units: 0.5****EDRC 111 | SELF DEFENSE****Units: 0.5****EDRC 112 | TAI KWON DO****Units: 0.5****EDRC 113 | TAI CHI****Units: 0.5****EDRC 114 | AIKEDO****Units: 0.5****EDRC 115 | JUDO****Units: 0.5****EDRC 116 | KUNG FU****Units: 0.5****EDRC 117 | JAPANESE SAMURAI MARTIAL ARTS****Units: 0.5****EDRC 118 | BRAZILIAN JIU-JITSU****Units: 0.5****EDRC 119 | MEXICAN DANCE****Units: 0.5-1****EDRC 120 | BALLET****Units: 0.5****EDRC 121 | BALLROOM DANCE****Units: 0.5**

EDRC 122 | TAP

Units: 0.5

EDRC 123 | JAZZ BEGINNING

Units: 0.5

EDRC 124 | JAZZ/CONTEMPORARY DANCE

Units: 0.5

EDRC 125 | DANCE PERFORMANCE WORKSHOP/MUSICAL THEATRE
DANCE

Units: 0.5-1

EDRC 126 | STRETCH AND YOGA FOR FLEXIBILITY AND RELAXATION

Units: 0.5

EDRC 127 | SALSA/TANGO

Units: 0.5-1

EDRC 128 | SWING DANCING/COUNTRY WESTERN DANCE/LATIN
BALLROOM

Units: 0.5

EDRC 129 | POLYNESIAN DANCE/BELLY DANCING/HAWAIIAN DANCE

Units: 0.5

EDRC 130 | FITNESS WEIGHT TRAINING

Units: 0.5

EDRC 131 | POWER DEVELOPMENT FOR SPORTS PERFORMANCE

Units: 0.5

EDRC 132 | FITNESS HIP HOP/ZUMBA CARDIO DANCE

Units: 0.5

EDRC 133 | FITNESS BOXING

Units: 0.5

EDRC 134 | FITNESS AEROBICS/ABS AND TONING TRAINING

Units: 0.5

EDRC 135 | FITNESS POLYNESIAN AEROBICS

Units: 0.5

EDRC 136 | FITNESS PILATES/SCULPT

Units: 0.5

EDRC 137 | RUNNING FOR FUN AND FITNESS/BOOT CAMP

Units: 0.5

EDRC 138 | FITNESS TRIATHLON MULTI-LEVEL

Units: 0.5

EDRC 139 | FITNESS AQUA AEROBICS

Units: 0.5

EDRC 140 | CYCLING

Units: 0.5

EDRC 141 | MOUNTAIN BIKING MULTI-LEVEL

Units: 0.5

EDRC 142 | MEN'S CREW

Units: 0.5

EDRC 143 | FITNESS SPINNING

Units: 0.5

EDRC 144 | FITNESS 101

Units: 0.5

EDRC 145 | COMMUNITY SAFETY AND CPR

Units: 0.5

EDRC 146 | ADVANCED FIRST AID/CPR/AED/OXYGEN

Units: 0.5

EDRC 147 | FIRST AID RESPONDING TO EMERGENCIES

Units: 1

EDRC 148 | WELLNESS AND PERSONAL FITNESS/PRACTICE OF
MINDFUL HAPPINESS/SPORTS AND NUTRITION

Units: 0.5

EDRC 149 | PERSONAL/GROUP/ATHLETIC/STRENGTH TRAINING PREP
COURSES

Units: 0.5

EDRC 150 | HORSEMANSHIP ENGLISH

Units: 0.5

EDRC 151 | HORSEMANSHIP WESTERN

Units: 0.5

EDRC 152 | HORSE POLO

Units: 0.5

EDRC 153 | MASSAGE

Units: 0.5

EDRC 154 | YOGA

Units: 0.5

EDRC 155 | SAN DIEGO ATTRACTIONS

Units: 0.5

EDRC 156 | SAN DIEGO CULTURE

Units: 0.5

EDRC 157 | COOKING FOR FUN/AUTOMOTIVE BASICS

Units: 0.5

EDRC 160 | BEGINNING ROCK CLIMBING/VERTICAL WORLD

Units: 0.5

EDRC 161 | BACKPACKING

Units: 0.5

EDRC 162 | KAYAKING

Units: 0.5

EDRC 163 | FISHING

Units: 0.5

EDRC 164 | SNOW SKIING

Units: 0.5

EDRC 165 | LEAVE NO TRACE

Units: 0.5

EDRC 166 | KAYAK/CANOE BASICS

Units: 0.5

EDRC 167 | CHALLENGE COURSE FACILITATION/NEW GUIDE
DEVELOPMENT

Units: 0.5

EDRC 168 | SAN DIEGO OUTDOORS

Units: 0.5

EDRC 169 | FLOWBOARDING

Units: 0.5

EDRC 170 | SAILING BASIC TO ADVANCED

Units: 0.5-1

EDRC 171 | SURFING

Units: 0.5

EDRC 172 | WATER SKI MULTI-LEVEL

Units: 0.5

EDRC 173 | WAKEBOARDING

Units: 0.5

EDRC 174 | KAYAKING (SEA)

Units: 0.5

EDRC 175 | WIND SURFING

Units: 0.5

EDRC 176 | MBAC MULTI WATER SPORTS

Units: 0.5

EDRC 177 | STAND UP PADDLE BOARDING

Units: 0.5 Repeatability: Yes (Can be repeated for Credit)

EDRC 180 | ARCHERY

Units: 0.5

EDRC 181 | BADMINTON/BASKET BALL/VOLLEYBALL/SOCCER/BEACH VOLLEYBALL

Units: 0.5

EDRC 182 | GOLF

Units: 0.5-1

EDRC 183 | TENNIS

Units: 0.5

EDRC 184 | ICE SKATING

Units: 0.5

EDRC 185 | RACQUETBALL BEGINNING

Units: 0.5

EDRC 186 | BOWLING COED

Units: 0.5

EDRC 187 | FENCING FOIL I AND II

Units: 0.5

EDRC 188 | BASEBALL THEORY

Units: 0.5

EDRC 189 | SPORTS OFFICIATING

Units: 0.5

EDRC 190 | CLUB SOCCER/RUGBY TEAM

Units: 0.5

EDRC 191 | CLUB LACROSSE TEAM

Units: 0.5

EDRC 192 | CLUB VOLLEYBALL TEAM

Units: 0.5

EDRC 193 | CLUB TEAM I

Units: 0.5

EDRC 194 | CLUB SURF TEAM

Units: 0.5

EDRC 195 | CLUB WATER POLO

Units: 0.5

EDRC 196 | CLUB EQUESTRIAN/ROLLER HOCKEY CLUB

Units: 0.5

EDRC 197 | RECREATION ACTIVITIES - VARIOUS

Units: 0.5

EDRC 198 | CLUB ACTIVITIES II

Units: 0.5-1

English

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.

Chair

Cynthia Caywood, PhD

Faculty

Malachi Black, PhD

Dennis M. Clausen, PhD

Halina Duraj, PhD

Carlton D. Floyd, PhD

Maura Giles-Watson, PhD

Mary Hotz, RSCJ, PhD

Koonyong Kim, PhD

Marcelle Maese-Cohen, PhD

Joseph McGowan, PhD

Ivan Ortiz, PhD

Atreyee Phukan, PhD

Fred Miller Robinson, PhD

Abraham Stoll, PhD

Stefan Vander Elst, PhD

Irene Williams, PhD

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
Select 6 units from the following:		6
ENGL 223	Studies in Genre	
ENGL 224	Studies in Literary Traditions	
ENGL 225	Studies in United States Literature	
ENGL 228	Studies in World Literature	

Upper Division (27 units)

ENGL 300	British Literature to 1800	3
Select 24 Upper Division Units that must include the following distribution requirements:		24
Literature before 1660		
Literature from 1660 to 1900		
Literature from 1900 to the present		
An English "W" course.		

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 Requirement (12 units)

ENGL 375	Introduction to Creative Writing	
ENGL 381	Intermediate Poetry Writing (or)	
ENGL 382	Intermediate Fiction Writing (or)	
ENGL 391	Advanced Poetry Writing	
ENGL 383	Intermediate Nonfiction Writing	
ENGL 392	Advanced Fiction Writing (or)	
ENGL 393	Advanced Nonfiction Writing (or)	

Select 1 "crossover" course in a genre other than the student's specified genre from the following choices*:

ENGL 376	Topics in Creative Writing (Enrollment by consent of instructor)	3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Nonfiction Writing	
ENGL 384	Writing Autobiography	
ENGL 494	Special Topics	
or THEA 365W	Playwriting	

*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.

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 ENGL 304W or ENGL 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.

Upper-Division Historical Distribution

Literature before 1660 can be fulfilled by: ENGL 310, ENGL 312, ENGL 314, ENGL 324, ENGL 326, ENGL 328, ENGL 420

Literature from 1660 to 1900 can be fulfilled by: ENGL 332, ENGL 334, ENGL 336, ENGL 342, ENGL 344, ENGL 348, ENGL 352, ENGL 355

Literature from 1900 to the present can be fulfilled by: ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 360, ENGL 362, ENGL 364, ENGL 366, ENGL 368, ENGL 370.

Distributional requirements can also be fulfilled by certain sections of ENGL 494. See the department chair.

Upper-Division Electives

Additional electives can be chosen from any of the courses listed above or from the following: ENGL 304W, ENGL 318, ENGL 372, ENGL 374, ENGL 375, ENGL 376, ENGL 380, ENGL 381, ENGL 382, ENGL 391, ENGL 392, ENGL 420, ENGL 493, ENGL 494, ENGL 495, ENGL 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

The English Minor

Minor Requirements (18 units)

Lower Division

ENGL 222	Poetry	3
ENGL 280	Introduction to Shakespeare	3
Select one lower-division elective course from the following:		3
ENGL 223	Studies in Genre	
ENGL 224	Studies in Literary Traditions	
ENGL 225	Studies in United States Literature	
ENGL 228	Studies in World Literature	

Upper Division

ENGL 300	British Literature to 1800	3
Select two upper division elective courses		6

English Courses (ENGL)

Students should consult the list provided by the English department each semester during the class reservation period for more details concerning the focus and materials of particular course offerings.

ENGL 100 | INTRODUCTION TO COLLEGE WRITING

Units: 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**Units: 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**Units: 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.

ENGL 222 | POETRY**Units: 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**Units: 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**Units: 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 UNITED STATES LITERATURE**Units: 3**

Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

ENGL 228 | STUDIES IN WORLD LITERATURE**Units: 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**Units: 3**

Reserved for students in credential programs. 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.

ENGL 280 | INTRODUCTION TO SHAKESPEARE**Units: 3**

Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). Every semester.

ENGL 298 | INTERNSHIP**Units: 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**Units: 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, Spenser, Shakespeare, Donne, Milton, Pope, Swift, and others. Every semester.

ENGL 304W | ADVANCED COMPOSITION**Units: 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**Units: 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.

ENGL 310 | DANTE**Units: 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 | MEDIEVAL STUDIES**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 314 | CHAUCER**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction. May be repeated when topic changes.

ENGL 328 | MILTON**Units: 3**

Studies in the poetry and prose of John Milton, with emphasis on Paradise Lost.

ENGL 332 | RESTORATION AND EIGHTEENTH CENTURY STUDIES**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 334 | RESTORATION & 18TH CENTURY DRAMA**Units: 3**

Studies in the drama written between 1660 and 1800. Playwrights may include Behn, Centlivre, Congreve, Etherege, Farquhar, Sheridan, and Wycherley.

ENGL 336 | DEVELOPMENT OF THE NOVEL**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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 Behn, Defoe, Richardson, Swift, Fielding, Sterne, Smollett, Lewis, and Austen. May be repeated when topic changes.

ENGL 342 | ROMANTICISM**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Poetry and prose of first- and second-generation Romantic writers. May include Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats, as well as European and American Romantic writers. May be repeated when topic changes.

ENGL 344 | VICTORIAN STUDIES**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 348 | NINETEENTH CENTURY NOVEL**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings in Austen, Dickens, the Brontës, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period. May be repeated when topic changes.

ENGL 352 | UNITED STATES LITERATURE TO 1900**Units: 3**

Readings will include works by Bradstreet, Hawthorne, Cooper, Poe, Twain, Dickinson, James, Whitman, Melville, and others.

ENGL 355 | EARLY UNITED STATES LITERATURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works by Franklin, Poe, Dickinson, Melville, Hawthorne, Fuller, Douglass, Emerson, Peabody, Thoreau, Whitman, or others. May be repeated when topic changes.

ENGL 356 | UNITED STATES FICTION 1900-1940**Units: 3**

Readings will include works by Crane, Robinson, Dreiser, Wharton, James, Cather, Frost, Fitzgerald, Hemingway, and others.

ENGL 357 | MODERN UNITED STATES LITERATURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, T. Williams, Baldwin, Rich, Sexton, Lorde, Faulkner, Fitzgerald or others. May be repeated when topic changes.

ENGL 358 | UNITED STATES ETHNIC LITERATURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 359 | MODERN UNITED STATES FICTION**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Major works in relation to issues in 20th-century U.S. literature and culture. May include novels or short stories by Wharton, Stein, Hemingway, Faulkner, Fitzgerald, Wright, Morrison, or others. May be repeated when topic changes.

ENGL 360 | MODERN POETRY**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works (in translation) by Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, or others. May be repeated when topic changes.

ENGL 368 | MODERN BRITISH LITERATURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 370 | CONTEMPORARY FICTION**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Studies in selected works of recent fiction from around the world. May be repeated when topic changes.

ENGL 372 | FILM STUDIES**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 374 | GENDER AND LITERATURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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. May be repeated when topic changes.

ENGL 375 | INTRODUCTION TO CREATIVE WRITING**Units: 3**

A workshop on imaginative writing, with examples drawn from literature.

ENGL 376 | TOPICS IN CREATIVE WRITING**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ENGL 375

Workshop discussion and analysis of student poetry, fiction, or drama (including screenwriting).

ENGL 380 | LITERARY THEORY**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists. Recommended for students planning on graduate work. May be repeated when topic changes.

ENGL 381 | INTERMEDIATE POETRY WRITING**Units: 3**

Prerequisites: ENGL 375

Workshop in poetry writing with examples drawn from literature.

ENGL 382 | INTERMEDIATE FICTION WRITING**Units: 3**

Prerequisites: ENGL 375

Workshop in fiction writing, especially the short story, with examples drawn from literature.

ENGL 383 | INTERMEDIATE NONFICTION WRITING**Units: 3**

Prerequisites: ENGL 375

Workshop in nonfiction writing, with examples drawn from literature.

ENGL 384 | WRITING AUTOBIOGRAPHY**Units: 3**

Workshop on learning to write active, descriptive, analytical and structured prose about your upbringing. A series of short essays leading up to a final, longer project. This course fulfills an upper division elective for English majors, and for students taking the Emphasis in Creative Writing.

ENGL 391 | ADVANCED POETRY WRITING**Units: 3**

Prerequisites: ENGL 381

Investigates and hones the craft of poetry.

ENGL 392 | ADVANCED FICTION WRITING**Units: 3**

Prerequisites: ENGL 382

Workshop to discuss recently published short fiction and students' stories.

ENGL 393 | ADVANCED NONFICTION WRITING**Units: 3**

Prerequisites: ENGL 383

Workshop to discuss published nonfiction writing and students' own work.

ENGL 420 | ADVANCED STUDIES IN SHAKESPEARE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ENGL 280

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Spring semester.

ENGL 493 | WRITING CENTER TUTORS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

ENGL 494 | SPECIAL TOPICS**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester. May be repeated when topic changes.

ENGL 495 | SENIOR PROJECT**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 and Ocean Sciences

The environmental and ocean sciences major, offered by the Department of Environmental and Ocean Sciences, 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 environmental and ocean sciences major. In addition, the student elects a curriculum from a pathway in biology or earth systems. The student majoring in environmental and ocean sciences 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 Environmental and Ocean Sciences.

CHAIR

Michel A. Boudria, PhD

Faculty

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. Reynolds, PhD

Steven P. Searcy, PhD

Drew M. Talley, PhD

Zhi-Yong Yin, PhD

Preparation for the Major

The following 35 units of lower-division courses are required:

BIOL 190	Introduction to Evolution	3
BIOL 221 & 221L	Introduction to Organismal Diversity and Introduction to Organismal Diversity Lab	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
ENVI 110	Introduction to Earth Systems	4
MARS 220	Introduction to Physical Oceanography	4
MATH 150	Calculus I	4
PHYS 136	General Physics I	3
PHYS 137	General Physics II	3
MATH 151	Calculus II ¹	4

¹ Recommended for students who anticipate going to graduate school.

Major Requirements

The major is made up of a core of environmental and ocean sciences courses and a concentration of courses in a particular discipline (called the “pathway”).

The Environmental and Ocean Sciences Core

The following 18 units of upper division courses in environmental and ocean sciences are required:

MARS 300	Marine Environment	3
MARS 450	Geological Oceanography	4
MARS/BIOL 451W	Biological Oceanography	4
MARS 452	Marine Geochemistry	4
Capstone Experience:		
Select at least two units of practical experience in the following courses or an equivalent course: ¹		
MARS 496	Research	
MARS 498	Internship	
MARS 499	Independent Study	
MARS 495	Senior Seminar	1

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, MARS 497, MARS 498, and MARS 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.

Biology Pathway (22-23 units)

Preparation for the pathway

BIOL 225 & 225L	Introduction to Cell Processes and Introduction to Cell Processes Laboratory	4
BIOL 300	Genetics	3
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4

Upper-Division Electives

Choose one course from Ecology, one from Organismal Biology and one from any category; at least two of the courses must have laboratories. 11-12

Ecology

BIOL 460W	Ecology
or MARS 464	Marine Community Ecology

Organismal Biology

Select one of the following:

BIOL 342	Microbiology
BIOL 350	Invertebrate Zoology
MARS 462	Biology of Fishes

Physiology/Molecular Biology

BIOL 376	Animal Development
BIOL 382	Techniques in Molecular Biology
BIOL 477 & 477L	Invertebrate Physiology and Invertebrate Physiology Lab

BIOL 478W & BIOL 478L	Vertebrate Physiology with Lab and Vertebrate Physiology Lab
BIOL 480 & 480L	Cell Physiology and Cell Physiology

Note: Environmental and Ocean Sciences majors may substitute MARS 300 for BIOL 305 as a prerequisite for upper-division BIOL courses. Certain courses offered abroad may satisfy upper division elective requirements.

Earth Systems Pathway (18-22 units)

Preparation for the pathway (10 units)

ENVI 314	Introduction to Maps and Spatial Data Analysis	4
Select one of the following: 3-4		
MATH 120	Introduction to Statistics	
PSYC 260	Statistics	
BIOL 301	Biostatistics	

Upper-Division Electives

Choose at least one course from each category; at least two courses with laboratory 8-12

Methods in Earth System Science

ENVI 315	Geographic Information Systems
ENVI 420	Introduction to Remote Sensing

System Interactions:

ENVI 485	Environmental Geology
ENVI 487	Surface Water Hydrology
MARS 473	Climatology

Elective

BIOL 361	Ecological Communities of San Diego County
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory
CHEM 355	Environmental Chemistry

Upper-Division Elective in Environmental and Ocean Sciences

Certain additional prerequisites are required for Upper-Division Core Courses. 3-4

Recommended Program of Study, Biology Pathway

Freshman Year

Semester I	Hours	
Select one of the following: 3-4		
BIOL 190	Introduction to Evolution	
MARS 220	Introduction to Physical Oceanography	
ENVI 110	Introduction to Earth Systems	
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
CC or Electives		3-6

Semester II

Select one of the following: 3-4	
BIOL 190	Introduction to Evolution
MARS 220	Introduction to Physical Oceanography
ENVI 110	Introduction to Earth Systems

BIOL 221 & 221L	Introduction to Organismal Diversity	4	ENVI 110	Introduction to Earth Systems	
CHEM 152 & 152L	General Chemistry II	4	CHEM 151 & 151L	General Chemistry I	4
CC or Electives		3-5	MATH 120	Introduction to Statistics	3
Sophomore Year			CC or Electives		3-6
Semester I			Semester II		
BIOL 225 & 225L	Introduction to Cell Processes	4	BIOL 190	Introduction to Evolution	3
CHEM 301 & 301L	Organic Chemistry I	4	CHEM 152 & 152L	General Chemistry II	4
ENVI 110	Introduction to Earth Systems	4	ENVI 110	Introduction to Earth Systems	4
CC		3-6	CC or Electives		3-6
Semester II			Sophomore Year		
BIOL 300	Genetics	3	Semester I		
PHYS 136	General Physics I	3	ENVI 314	Introduction to Maps and Spatial Data Analysis	4
CC or Electives		6-9	MATH 150	Calculus I	4
Junior Year			PHYS 136	General Physics I	3
Semester I			CC or Electives		3-6
MARS 450	Geological Oceanography	4	Semester II		
Select one of the following:		1	BIOL 221 & 221L	Introduction to Organismal Diversity	4
MARS 496	Research		PHYS 137	General Physics II	3
MARS 498	Internship		CC or Electives		6-9
MARS 499	Independent Study		Junior Year		
PHYS 137	General Physics II	3	Semester I		
Pathway Elective		3-4	MARS 496 or 498	Research Internship	1
Semester II			MARS 450	Geological Oceanography	4
Select one of the following:		1	Pathway Elective		3-4
MARS 496	Research		CC or Electives		6-9
MARS 498	Internship		Semester II		
MARS 499	Independent Study		MARS 496 or 498	Research Internship	1
Pathway Elective		6-8	MARS 474	History of the Earth and Climate	3
CC or Electives		8-11	MARS 474L	History of the Earth and Climate Laboratory	1
Senior Year			Pathway Elective		3-4
Semester I			CC or Electives		9-12
MARS 451W	Biological Oceanography	4	Senior Year		
MARS 495	Senior Seminar	1	Semester I		
Pathway Elective		3-4	MARS 451W	Biological Oceanography	4
CC or Electives		8-10	MARS 495	Senior Seminar	1
Semester II			CC or Electives		9
Pathway Elective		3-4	Semester II		
Pathway Elective		3-4	MARS 452	Marine Geochemistry	4
CC or Electives		3-6	Pathway Elective		3-4
			CC or Electives		9-10

Recommended Program of Study, Earth Systems Pathway

Freshman Year

Semester I

Select one of the following:

- BIOL 190 Introduction to Evolution
- MARS 220 Introduction to Physical Oceanography

Hours

3-4

Marine Science Minor

Because of the prerequisites and orientation of the courses in environmental and ocean sciences, 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
ENVI 110	Introduction to Earth Systems	4

Certain additional prerequisites are required for Upper-Division Core Courses.

Upper-Division Core

MARS 300	Marine Environment	3
Select two of the following:		8
MARS 450	Geological Oceanography	
MARS 451W	Biological Oceanography	
MARS 452	Marine Geochemistry	

Environmental and Ocean Sciences Courses (MARS)

MARS 101 | PHYSICAL ASPECTS OF THE OCEAN**Units: 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.

MARS 220 | INTRODUCTION TO PHYSICAL OCEANOGRAPHY**Units: 4**

Prerequisites: CHEM 111 (Can be taken Concurrently) or (CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently))

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.

MARS 294 | SPECIAL TOPICS IN MARINE SCIENCE**Units: 2-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity at the Lower-Division Level.

MARS 300 | MARINE ENVIRONMENT**Units: 3**

Prerequisites: (ENVI 104 and ENVI 104L or ENVI 109 or ENVI 110) and (BIOL 221 and BIOL 221L or ENVI 112 or ENVI 121)

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.

MARS 450 | GEOLOGICAL OCEANOGRAPHY**Units: 4**

Prerequisites: (BIOL 221 and BIOL 221L) and ENVI 110 and MARS 220 and MATH 115

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 lectures and one laboratory per week; some weekend field trips may be required.

MARS 451W | BIOLOGICAL OCEANOGRAPHY**Units: 4**

Prerequisites: BIOL 190 and (BIOL 221 and BIOL 221L) and BIOL 300

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.

MARS 452 | MARINE GEOCHEMISTRY**Units: 4**

Prerequisites: (CHEM 152 and CHEM 152L) and MARS 220 and MATH 150 and (PHYS 137 or PHYS 271)

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.

MARS 462 | BIOLOGY OF FISHES**Units: 4**

Prerequisites: BIOL 300

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.

MARS 464 | MARINE COMMUNITY ECOLOGY**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 300

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.

MARS 473 | CLIMATOLOGY**Units: 4**

Prerequisites: (ENVI 104 and ENVI 104L) or ENVI 110 or ENVI 170 and MATH 120

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.

MARS 474 | HISTORY OF THE EARTH AND CLIMATE**Units: 3**

Prerequisites: ENVI 110

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.

MARS 474L | HISTORY OF THE EARTH AND CLIMATE LABORATORY**Units: 1**

Prerequisites: ENVI 110 and (MATH 115 or MATH 130 or MATH 150 or MATH 151) and MARS 474 (Can be taken Concurrently)

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.

MARS 478 | BOUNDARY LAYER FLOW**Units: 3**

Prerequisites: PHYS 136 and PHYS 137

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.

MARS 493 | METHODS IN MARINE SCIENCE**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 2-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity.

MARS 495 | SENIOR SEMINAR**Units: 1**

Prerequisites: MARS 496 or MARS 498

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.

MARS 496 | RESEARCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

MARS 497 | UNDERGRADUATE LABORATORY ASSISTANT**Units: 1**

Assist laboratory instructor in all aspects of a Marine Science laboratory.

MARS 498 | INTERNSHIP**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs.

Environmental Studies

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 science, environmental policy, resource management, 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.

Chair

Michel A. Boudrias, PhD

Faculty

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. Reynolds, PhD

Steven P. Searcy, PhD

Drew M. Talley, PhD

Zhi-Yong Yin, PhD

Preparation for the Major

- **Required Lower-Division Courses**

Select one of the following:		4
ENVI/BIOL 112	Ecology and Environmental Biology	
ENVI 121	Life in the Ocean	
BIOL 190	Introduction to Evolution	
BIOL 221 & 221L	Introduction to Organismal Diversity and Introduction to Organismal Diversity Lab	4

Select one of the following:	3-4
ENVI 110 Introduction to Earth Systems	
ENVI 104 Natural Disasters & 104L and Natural Disasters Lab	
Select one of the following:	3-4
MATH 120 Introduction to Statistics	
ECON 216 Statistics for Business and Economics	
PSYC 260 Statistics	
POLS 250 Research Methods in Political Science	
POLS 330 Research Methods in Political Science	
CHEM 151 General Chemistry I	4
& 151L and General Chemistry I Laboratory ¹	
ECON 101 Principles of Microeconomics	3
ECON 102 Principles of Macroeconomics	3
Total Hours	24-26

¹ strongly recommended. 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	
ENVI 314 Introduction to Maps and Spatial Data Analysis	4
or ENVI 313 Geospatial Information Systems for Organizations	
ENVI 331W Coastal Environmental Science	4
Select one of the following:	4
ENVI 485 Environmental Geology	
ENVI 487 Surface Water Hydrology	
MARS 473 Climatology	
MARS 474 History of the Earth and Climate & 474L and History of the Earth and Climate Laboratory	

Capstone Experience

ENVI 495 Senior Seminar	1
Select two units from the following:	2
ENVI 496 Research	
ENVI 498 Internship	
ENVI 499 Independent Study	
equivalent course	

Note: Environmental Studies majors may substitute MARS 300 for BIOL 305 as a prerequisite for upper-division BIOL courses. 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, ENVI 497, ENVI 498 and ENVI 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	4
ENVI 355 Environmental Chemistry	3
ENVI 361 Ecological Communities of San Diego County	2
ENVI 364 Conservation Biology	4
ENVI 420 Introduction to Remote Sensing	4
ENVI 485 Environmental Geology	4
ENVI 487 Surface Water Hydrology	4
MARS 473 Climatology	4
MARS 474 History of the Earth and Climate (with or without MARS 474L)	3
MARS 474L History of the 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 349 Politics and the Environment	3
SOCI 315 Health and Society	3
SOCI 471 Environmental Inequality and Justice	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.

Lower Division

Select one of the following:	3-7
ENVI/BIOL 112 Ecology and Environmental Biology	
ENVI 121 Life in the Ocean	
BIOL 190 Introduction to Evolution & BIOL 221 and Introduction to Organismal Diversity & BIOL 221L and Introduction to Organismal Diversity Lab	

Select one of the following:	4
ENVI 104 Natural Disasters & 104L and Natural Disasters Lab	
ENVI 110 Introduction to Earth Systems	
MARS 220 Introduction to Physical Oceanography	

Upper Division

ENVI 300 Environmental Issues ¹	3
--	---

¹ Prerequisite:s for ENVI 300 are ENVI 104/ENVI 104L 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	4
ENVI 315	Geographic Information Systems	4
ENVI 331W	Coastal Environmental Science	4
ENVI 355	Environmental Chemistry	3
ENVI 361	Ecological Communities of San Diego County	2
ENVI 420	Introduction to Remote Sensing	4
ENVI 485	Environmental Geology	4
ENVI 487	Surface Water Hydrology	4
MARS 473	Climatology	4
MARS 474	History of the Earth and Climate (with or without MARS 474L)	3
MARS 474L	History of the Earth and Climate Laboratory	1

Non-Science Courses

ANTH 335	Nautical Archaeology	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 349	Politics and the Environment	3
SOCI 315	Health and Society	3
SOCI 471	Environmental Inequality and Justice	3

Environmental Studies Courses (ENVI)

ENVI 104 | NATURAL DISASTERS

Units: 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

Units: 1

Prerequisites: ENVI 104 (Can be taken Concurrently)

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.

ENVI 110 | INTRODUCTION TO EARTH SYSTEMS

Units: 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

Units: 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

Units: 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

Units: 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 SCIENCE

Units: 2-4 Repeatability: Yes (Can be repeated for Credit)

Topics of special interest and/or unique opportunity at the Lower-Division Level.

ENVI 300 | ENVIRONMENTAL ISSUES

Units: 3

Prerequisites: (ENVI 104 and ENVI 104L or ENVI 109 or ENVI 110) and (ENVI 121 or ENVI 112 or BIOL 112 or BIOL 190)

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.

ENVI 305 | ENVIRONMENTAL ASSESSMENT PRACTICES

Units: 3

Prerequisites: (ENVI 104 and ENVI 104L or ENVI 109 or ENVI 110) and (ENVI 112 or ENVI 121 or BIOL 190)

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.

ENVI 313 | GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS**Units: 3**

Prerequisites: ITMG 100

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.

ENVI 314 | INTRODUCTION TO MAPS AND SPATIAL DATA ANALYSIS**Units: 4**

Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151

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.

ENVI 315 | GEOGRAPHIC INFORMATION SYSTEMS**Units: 4**

Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151 or Passing the appropriate departmental placement test within the previous year) and (ENVI 313 or ENVI 314)

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.

ENVI 331W | COASTAL ENVIRONMENTAL SCIENCE**Units: 4**

Prerequisites: (CHEM 151 and CHEM 151L) and ENVI 121 or (BIOL 221 and BIOL 221L)

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.

ENVI 355 | ENVIRONMENTAL CHEMISTRY**Units: 3**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 and CHEM 152L

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.

ENVI 361 | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY**Units: 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**Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

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.

ENVI 420 | INTRODUCTION TO REMOTE SENSING**Units: 4**

Prerequisites: ENVI 312 or ENVI 313 or ENVI 314

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.

ENVI 485 | ENVIRONMENTAL GEOLOGY**Units: 4**

Prerequisites: (ENVI 104 and ENVI 104L) or ENVI 109 or ENVI 110 and (MATH 115 or MATH 130 or MATH 150 or MATH 151)

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.

ENVI 487 | SURFACE WATER HYDROLOGY**Units: 4**

Prerequisites: (ENVI 104 and ENVI 104L) or ENVI 109 or ENVI 110 and MATH 120

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.

ENVI 494 | SPECIAL TOPICS IN ENVIRONMENTAL STUDIES**Units: 2,4 Repeatability: Yes (Repeatable if topic differs)**

Topics of special interest and/or unique opportunity.

ENVI 495 | SENIOR SEMINAR**Units: 1**

Prerequisites: ENVI 496 or ENVI 498

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.

ENVI 496 | RESEARCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

ENVI 497 | UNDERGRADUATE LABORATORY ASSISTANT**Units: 1**

Assist laboratory instructor in all aspects of an Environmental Studies laboratory.

ENVI 498 | INTERNSHIP**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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.

Ethnic Studies

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.

Chair

Jesse Mills, PhD

Core Faculty

May C. Fu, PhD

Michelle M. Jacob, PhD

Gail Perez, PhD

Alberto López Pulido, 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, Sociology

Marcelle Maese-Cohen, PhD, English

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

Karen Teel, PhD, Theology and Religious Studies

Preparation for the Major

Lower Division Courses

ETHN 100D	Intro to Ethnic Studies	3
Select two of the following:		6
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	

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:

Core Course Areas

African American Studies

Select at least two of the following: 6

ETHN 321C	African American Panethnicity	6
ETHN 322	African American Civil Rights	
ETHN 323	African American Music and Culture	

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

Select at least two of the following: 6

ETHN 360	Race, Religion and Social Justice	
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	
ETHN 362	Ethnicity and Cinema	
ETHN 363	Race and U.S. Social Movements	
ETHN 364	Race, Class and Gender	
ETHN 365	U.S. Women Of Color Theory And Activism (3)	
ETHN 366	Race and Performance	

Capstone Course

ETHN 497WC	Senior Thesis (3)	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:

ETHN 100D	Intro to Ethnic Studies	3
-----------	-------------------------	---

Select one of the following: 3

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)	

12 units of elective coursework¹

¹ 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 | INTRO TO ETHNIC STUDIES

Units: 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)

Units: 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)

Units: 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)

Units: 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)

Units: 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

Units: 3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 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

Units: 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

Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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 US-MEXICO BORDER: ETHNICITY, RACE & GENDER**Units: 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**Units: 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**Units: 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**Units: 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)**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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)**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research.

History

The History Major

Explore the past, understand the present, and plan for the future. The Department of History 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, Pacific Ocean, ancient, modern, and world history, as well as topical courses.

Chair

Colin Fisher, PhD

Faculty

Thomas Barton, PhD

Iris H. W. Engstrand, PhD

Michael Gonzalez, PhD

James Gump, PhD

Molly McClain, PhD

Clara Oberle, PhD

Kenneth P. Serbin, PhD

Kathryn Statler, PhD

Yi Sun, PhD

Preparation for the History Major

Lower-Division Requirements

HIST 200	Historians' Methods (Should be taken during sophomore year.)	3
Select 1 of the following lower-division American History classes:		3
HIST 117	U.S. History to 1870	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	
HIST 125D	Race and Ethnicity in the American Experience	
HIST 126D	American Women in History	
Select 2 of the following lower-division world history courses:		6
HIST 102	The Ancient World	
HIST 103	The Medieval World	
HIST 108	The Atlantic World 1500-1800	
HIST 109	The Pacific World, 1500-1800	
HIST 110	World History Topics	
HIST 116	War and Peace in the Modern World	
HIST 130	Introduction to East Asia	
HIST 140	Modern Europe	
HIST 170	World History I	
HIST 171	World History II	

Upper-Division Requirements

Select 2 upper division courses in United States history	6	
Select 2 upper division courses in European history	6	
Select 2 upper division courses in World History	6	
The following courses must be taken consecutively during the senior year:		
HIST 490	Introduction To Senior Seminar	3
HIST 495W	Senior Seminar	3

Students may choose to do a three-unit internship at one of the many museums and historical societies located in San Diego.

Recommended Program of Study, History

Freshman Year

Semester I

	Hours
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	Historians' Methods	3
Lower Division HIST		3
CC or electives		12-13

Semester II

CC or electives	15-16
-----------------	-------

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	Introduction To Senior Seminar	3
Upper Division HIST		6
CC or electives		9

Semester II

HIST 495W	Senior Seminar	3
Upper Division HIST		6
Electives		9

The History Minor

Choose courses in consultation with a faculty advisor in History

Select 6 units of lower-division courses	6
Select 12 units of upper-division courses	12

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

Units: 3

This course explores the emergence and development of civilization in the Mediterranean world from the first appearance of cities around 3000 B.C.E. to the transformation of the Roman Empire in the fourth century C.E. 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, religion, gender roles, barbarians, slavery, democracy, warfare, diplomacy, and inter-regional trade and contact.

HIST 103 | THE MEDIEVAL WORLD

Units: 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**Units: 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**Units: 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 116 | WAR AND PEACE IN THE MODERN WORLD**Units: 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 1870**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course focuses on a particular topic in U.S. History.

HIST 125D | RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3**

This course, offered each semester, is required for all students who wish to be History majors and should be taken during 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 AND PEACE IN HISTORICAL PERSPECTIVE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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 308 | HISTORICAL ARCHAEOLOGY****Units: 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**Units: 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**Units: 3**

This course explores the emergence and development of Greek civilization from the time of the Minoans and Mycenaeans to the rise of Alexander the Great, with an emphasis on the Archaic and Classical periods. 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**Units: 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, with an emphasis on society and culture in the early empire. 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**Units: 3**

This class explores the later history of the Roman Empire from the splitting of the empire into "East" and "West" in the late 3rd century C.E. to the growing power of Arab dynasties in the 8th C.C.E. Questions to be explored include: in what ways did the Roman empire "fall," and in what ways did Roman traditions and practices continue? What were the roles of "barbarian" cultures during this time period? How did private life change? How did Paganism, Judaism, and Christianity interact with each other? In what ways did emperors and wealthy patrons use public buildings to increase their power? How do we know what we know about this time period?.

HIST 322 | CASTLES AND CRUSADES: MEDIEVAL EUROPE, 1050-1450**Units: 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 WOMAN**Units: 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**Units: 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**Units: 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, art, and architecture.

HIST 334 | EUROPEAN ART AND ARCHITECTURE IN CONTEXT**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 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 indigenous peoples; 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**Units: 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 AMERICA HISTORY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3**

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest nation, one of the world's top-ten economies. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of 1964-85, democratic consolidation, Brazil as a new economic giant, and gender and environmental issues.

HIST 364 | TOPICS IN ASIAN HISTORY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A critical study of issues confronting Africa in the post-colonial era. Alternating courses may include The Rise and Fall of Apartheid, The Aftermath of Decolonization, and War, Genocide, and Transitional Justice.

HIST 370 | AMERICAN ENVIRONMENTAL HISTORY**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 U.S.-Mexican War, Slavery and the South, and other topics in the political, economic, social, and cultural history of the United States before 1865.

HIST 372 | UNITED STATES-EAST ASIA RELATIONS**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 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**Units: 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**Units: 3**

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the American Southwest and northern Mexico. The class will begin by discussing the Mesoamerican civilizations of central Mexico, and move on to examine the Spanish conquest, the fight for Mexican independence, and the U.S.-Mexican 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**Units: 3**

A history of Mexico from earliest times to the modern era. Includes a survey of indigenous civilizations; Spanish conquest and influences; the U.S.-Mexican War; the dictatorship of Porfirio Diaz; the Mexican Revolution; political development since the 1920s; the Tlatelolco Massacre of 1968; the rise of the Institutional Revolutionary Party; democratization starting in 1988; and U.S.-Mexican relations.

HIST 386 | THE PACIFIC OCEAN IN HISTORY TO 1850**Units: 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**Units: 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**Units: 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**Units: 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 1800 to the present.

HIST 490 | INTRODUCTION TO SENIOR SEMINAR**Units: 3**

Prerequisites: HIST 200

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**Units: 3**

Prerequisites: HIST 490 (Can be taken Concurrently)

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

“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 skills (writing, critical thinking, speaking) and a voice in the larger conversation that culture provides. In every workplace, from engineering to television programming, employees find common ground in culture. They talk about books, films, art, and music. The study of the humanities, in all its variety and complexity, offers students the opportunity to explore their curiosity about the world; human nature; artistic innovation; and great ideas, past and present.

Students 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.

Program Director

Molly McClain, PhD, History

Faculty Coordinators

Thomas Barton, PhD, History

Brian Clack, PhD, Philosophy

Bahar Davary, PhD, Theology and Religious Studies

Kimberly Eherenman, PhD, Languages and Literatures

Florence M. Gillman, PhD, Theology and Religious Studies

Juliana Maxim, PhD, Art History

Atreyee Phukan, PhD, English

Marianne R. Pfau, PhD, Music

Monica Stufft, PhD, Theatre Arts

Michael F. Wagner, PhD, Philosophy

Allison Wiese, MFA, Visual Arts

Irene Williams, PhD, English

Humanities

Lower-Division Preparation

Select 6 units of lower-division history courses from the following:

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
HIST 110	World History Topics	3-4
HIST 116	War and Peace in the Modern World	3
HIST 117	U.S. History to 1870	3
HIST 118	U.S. History, 1877 to the Present	3
HIST 120	U.S. History Topics	3
HIST 125D	Race and Ethnicity in the American Experience	3
HIST 126D	American Women in History	3
HIST 130	Introduction to East Asia	3
HIST 140	Modern Europe	3
HIST 170	World History I	3
HIST 171	World History II	3
HIST 200	Historians' Methods	3
HIST 210	Topics in History, Literature, and Film	3
HIST 220	Topics in War and Peace in Historical Perspective	3
HIST 230	Topics in the History of Culture and Identity	3
HIST 240	Topics in Urban History	3
HIST 250	Topics in Comparative History	3
HIST 260	Topics in the History of Science, Technology and Medicine	3
HIST 280	Great Moments in Time	3

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. Classical studies course
2. Medieval and/or Renaissance studies course as approved by the program director

Coursework must include a two-semester, upper division senior seminar HUMN 490 and HUMN 495W

European Studies

Lower-Division Preparation

Select 6 units of lower-division history from the following:

HIST 102	The Ancient World
HIST 103	The Medieval World
HIST 108	The Atlantic World 1500-1800
HIST 110	World History Topics
HIST 140	Modern Europe
HIST 170	World History I
HIST 171	World History II

Select 1 fourth-semester language course (or its equivalent) in French, German, Italian, or Spanish (depending on the upper division linguistic focus chosen below) 3

Two semesters (second-semester or its equivalent) in a second European language (may include Classical Greek or Latin) 6

Major Requirements

Select 9 Upper-Division Units in French, German, Italian, or Spanish, chosen from the following courses: 9

French	
FREN 300	Advanced Conversation
FREN 301	Advanced Grammar and Composition
FREN 302	Introduction to the Analysis of French Literary Texts
FREN 303	Cultural Backgrounds of French Civilization
FREN 310	French Phonetics
FREN 317	Business French
FREN 320	Survey of French Literature I: Middle Ages to 18th Century
FREN 321	Survey of French Literature II: 19th to 21st Centuries
FREN 394	Topics in Language, Literature, or Culture
FREN 403	Contemporary French Civilization
FREN 410	French Theater
FREN 411	French Prose
FREN 412	French Novel
FREN 413	French Poetry
FREN 414	French Women Writers
FREN 493	Tutoring or Field Experience in French
FREN 494	Topics in French Literature, Language or Culture

FREN 499	Independent Study
----------	-------------------

German

GERM 301	Advanced Composition
GERM 302	Readings in German Literature
GERM 303	Cultural Backgrounds of German Civilization
GERM 304	Commercial Correspondence and Advanced Business German
GERM 312	German Literature from 1900 to the Present
GERM 394	Topics in Language, Literature, or Culture
GERM 493	Language Tutoring or Field Experience in German
GERM 494	Topics in German Literature
GERM 499	Independent Study

Italian

ITAL 301	Advanced Composition and Grammar
ITAL 302	Contemporary Italy: Culture, Politics and Society
ITAL 303	Introduction to Italian Civilization and Culture
ITAL 304	Survey of Italian Literature
ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today
ITAL 394	Topics in Language, Literature, or Culture
ITAL 403	Italian Culture through Film
ITAL 410	Studies in Medieval and Renaissance Italy
ITAL 411	Studies in Modern Italian Literature and Culture
ITAL 412	Studies in Contemporary Italian Literature and Culture
ITAL 420	Dante and His Times
ITAL 493	Language Tutoring or Field Experience in Italian
ITAL 494	Topics in Literature, Language, or Culture
ITAL 499	Independent Study

Spanish

SPAN 300	Conversation
SPAN 301	Advanced Grammar and Composition
SPAN 302	Cultural History of Spain
SPAN 303	Introduction To Cultural Analysis
SPAN 304	Cultural History of Latin America
SPAN 305	Spanish for Business and Social Innovation
SPAN 306	Studies in Spanish Linguistics
SPAN 307	Spanish Applied Linguistics
SPAN 320	Survey of Spanish Literature
SPAN 360	Survey of Latin American Literature
SPAN 361	Spanish American Literature II - 188 to the Present
SPAN 370	Writers of Spain
SPAN 394	Topics in Language, Literature, or Culture
SPAN 411	Spanish Applied Linguistics
SPAN 422	Studies in Medieval Spanish Literature
SPAN 423	Studies in Spanish Literature of the Golden Age
SPAN 424	Don Quijote de la Mancha
SPAN 425	Spanish Theater of the Golden Age
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture

SPAN 429	Cinema of Spain
SPAN 430	Studies in Hispanic Film
SPAN 434	The "New" World
SPAN 435	Phonetics & Phonology
SPAN 448	Latin American Short Story
SPAN 449	Latin American Novel
SPAN 451	Latin American Poetry
SPAN 453	Mexican Literature and Culture
SPAN 457	Latin American Cinema
SPAN 458	Jewish Latin America
SPAN 493	Language Tutoring or Field Experience in Spanish
SPAN 494	Topics in Language, Literature, or Culture
SPAN 499	Independent Study

History and/or Political Science

Select 9 units in History and/or Political Science, chosen from the following courses: 9

HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	Medieval Woman
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	Renaissance Europe
HIST 334	European Art and Architecture in Context
HIST 340	World War I
HIST 341	World War II
HIST 342	Birth of Two Nations: France and India
HIST 343	Germany Since 1945
HIST 344	Eastern Europe Since 1815
HIST 346	Topics in Medieval and Early Modern Europe
HIST 347	Topics in Modern Europe
HIST 348	Modern France
HIST 350	History of the British Isles
HIST 353	Spain to 1820
HIST 354	Modern Spain
HIST 357	Topics in Russian and East European History
POLS 355	Politics in Europe
POLS 362	Politics in the United Kingdom
POLS 363	Politics in France
POLS 364	Politics in Germany
POLS 365	Politics in Russia

English, Philosophy, Theology and Religious Studies and/or Fine Arts

9 units in English, Philosophy, Theology and Religious Studies, and/or Fine Arts, chosen from the following courses: 9

ARTH 333	Modern Art: 1780-1920
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas
ARTH 336	History and Theory of Photography
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics
ARTH 355	The City in Art and Film
ENGL 312	Medieval Studies
ENGL 366	Modern European Literature

MUSC 330	Music History I: Antiquity-1600 (Eurpidies-Monteverdi)
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)
PHIL 467	Studies in Renaissance Philosophy
PHIL 470	Studies in Ancient Philosophy
PHIL 471	Studies in Medieval Philosophy
PHIL 472	Studies in Modern European Philosophy
PHIL 473	Contemporary Anglo-American Philosophy
PHIL 474	Studies in Contemporary Continental Philosophy
PHIL 480	Philosophy of Art
PHIL 485	Philosophy of History
THRS 354	The Medieval Church
THRS 355	The Reformation Era
THRS 390	Holocaust: Death or God or Death of Humanity?

Humanities

9 upper-division elective units in the humanities disciplines 9

Upper Division Units

HUMN 490	Thesis Preparation Seminar	1
HUMN 495W	Senior Research Seminar	3

Asian Studies

Lower-Division Preparation

HIST 130	Introduction to East Asia	3
PHIL 175	Asian Philosophy	3
or THRS 112	Introduction to World Religions	

Intermediate Mandarin or Intermediate Japanese, or equivalent; or fourth-semester or equivalent in another Asian language

Major Requirements

12 units of Asian civilizations courses chosen from the following courses: 12

ECON 337	Economic Development of Asia
HIST 364	Topics in Asian History
HIST 365	History of China
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 372	United States-East Asia Relations
POLS 358	Politics in South Asia
POLS 367	Politics in Japan
POLS 368	Politics in China

And/or Asian civilizations courses offered by the languages and literatures department

And/or appropriate upper-division topics courses in these disciplines.

Select 12 units of Asian cultures courses from the following: 12

ENGL 364	Postcolonial Studies
ENGL 494	Special Topics (Sanskrit)
MUSC 340	Topics in World Music
MUSC 357	Gamelan Ensemble
PHIL 476	Studies in Asian Philosophy
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	
And/or Asian civilizations courses offered by the languages and literatures department		
And/or appropriate upper-division topics courses in these disciplines.		
Select 12 Upper-Division Units of electives in the Humanities disciplines		12
HUMN 490	Thesis Preparation Seminar	1
HUMN 495W	Senior Research Seminar	3

Humanities Courses (HUMN)

HUMN 490 | THESIS PREPARATION SEMINAR

Units: 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.

HUMN 494 | SPECIAL TOPICS IN THE HUMANITIES

Units: 3 Repeatability: Yes (Can be repeated for Credit)

Exploration and analysis of selected topics with a specific theme in the Interdisciplinary Humanities.

HUMN 495W | SENIOR RESEARCH SEMINAR

Units: 3

Prerequisites: HUMN 490

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.

International Relations

- 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.

USD/Washington Center Internship Semester and Intersession Seminar

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.

Students also have the opportunity to enroll in a 3-unit intersession course in Washington, D.C. (POLS 434 Washington, DC: the Press and the Presidency). This course provides students with an opportunity to study current political, social, and economic issues while living in Washington, D.C. for two weeks.

Chair

Vidya Nadkarni, PhD

Faculty

Del Dickson, JD, PhD

Casey B. K. Dominguez, PhD

Patrick F. Drinan, PhD, EMERITUS

Emily Edmonds-Poli, PhD

Gary Gray, MA

Virginia Lewis, PhD

Noelle Norton, PhD

Lee Ann Otto, PhD

Michael R. Pfau, PhD

David Shirk, PhD

Avi Spiegel, JD, PhD

J. Michael Williams, JD, PhD

Randy Willoughby, PhD

Preparation for the Major

POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3
POLS 170	Introduction to International Relations	3

Major Requirements

42 units of upper division work to include (note: course descriptions are listed under the Political Science major):

Core Courses

12 Upper-Division Units (the following courses are prerequisites for POLS 495):

POLS 330	Research Methods in Political Science (typically offered Fall and Spring)	3
----------	---	---

POLS 350	Theories of Comparative Politics (typically offered in Fall)	3
POLS 370	Theories of International Relations (typically offered in Spring)	3
POLS 380	Theories of International Political Economy (typically offered in Fall)	3

International and Comparative Politics

Select 15 Upper-Division Units (five courses) from among the following: 15

POLS 306	Political Ideology	
POLS 307	Politics and Religion	
POLS 326	Comparative Law	
POLS 327	International Law	
POLS 329	Law of the Sea	
POLS 349	Politics and the Environment	
POLS 352	Comparative Politics of Developing Countries	
POLS 354	Revolutionary Change	
POLS 355	Politics in Europe	
POLS 357	Politics in Latin America	
POLS 358	Politics in South Asia	
POLS 359	Politics in the Middle East	
POLS 360	Politics in Sub-Saharan Africa	
POLS 361	Politics in South Africa	
POLS 362	Politics in the United Kingdom	
POLS 363	Politics in France	
POLS 364	Politics in Germany	
POLS 365	Politics in Russia	
POLS 366	Politics in Mexico	
POLS 367	Politics in Japan	
POLS 368	Politics in China	
POLS 371	American Foreign Policy	
POLS 374	U.S.-Latin American Relations	
POLS 376	U.S. National Security	
POLS 377	Regional Security	
POLS 378	Transnational Crime and Terrorism	
POLS 382	International Human Rights	
POLS 383	International Organizations	
POLS 480	Model United Nations	
POLS 485	Washington, DC: Directed Study in International Relations	
POLS 486	Washington, DC: Internship in International Relations	
POLS 487	Washington, DC: Class in International Relations	
POLS 494	Special Topics in International Relations	
POLS 498	Internship in International Relations	
POLS 499	Independent Study in International Relations	

Humanities and Social Sciences

Nine Upper-Division Units (three courses) with no more than three units (one course) taken from one department. Students must take one course from the History Department (from those listed below). Other upper division courses with predominantly international or comparative content can be used upon specific approval by the department Chair. Note: Some of the courses listed below may have additional prerequisites. ¹

Anthropology

ANTH 334 South American Archaeology

ANTH 335	Nautical Archaeology	
ANTH 339	Post Medieval Seafaring and Empire	
ANTH 362	Piracy in the new World	
ANTH 463	Antiquities: Who Owns the Past?	
Art History		
ARTH 323	Memory, Monument, Museum: Studies in Historic Preservation	
ARTH 331	Art in Public Spaces	
ARTH 333	Modern Art: 1780-1920	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
Business		
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	
MKTG 305	Global Marketing	
BSCM 300	Global Purchasing and Supply Management	
Communication		
COMM 380	International Media	
COMM 480	Advanced Topics in International Media	
COMM 338	Media and Conflict	
Economics		
ECON 333	International Economics	
ECON 335	Economic Development of Latin America	
ECON 337	Economic Development of Asia	
English		
ENGL 310	Dante	
ENGL 362	Modern Drama	
ENGL 364	Postcolonial Studies	
ENGL 366	Modern European Literature	
ENGL 368	Modern British Literature	
ENGL 370	Contemporary Fiction	
History		
HIST 334	European Art and Architecture in Context	
HIST 340	World War I	
HIST 341	World War II	
HIST 342	Birth of Two Nations: France and India	
HIST 345	Topics in Military History	
HIST 347	Topics in Modern Europe	
HIST 348	Modern France	
HIST 352	The British Empire	
HIST 354	Modern Spain	
HIST 357	Topics in Russian and East European History	
HIST 358	Topics in Modern World History	
HIST 359	Modern Middle East	
HIST 361	Modern Latin America	
HIST 362	Topics in Latin America History	
HIST 363	History of Brazil	
HIST 364	Topics in Asian History	
HIST 365	History of China	
HIST 366	History of Japan	
HIST 367	Women in East Asia	

HIST 368	History of Africa
HIST 369	Issues in Modern Africa
HIST 376	United States Foreign Relations to 1914
HIST 377	United States Foreign Relations from 1914
HIST 384	History of Mexico
HIST 387	History of Baja California

Language**French**

FREN 302	Introduction to the Analysis of French Literary Texts
FREN 303	Cultural Backgrounds of French Civilization
FREN 320	Survey of French Literature I: Middle Ages to 18th Century
FREN 321	Survey of French Literature II: 19th to 21st Centuries
FREN 394	Topics in Language, Literature, or Culture
FREN 403	Contemporary French Civilization
FREN 410	French Theater
FREN 411	French Prose
FREN 412	French Novel
FREN 413	French Poetry
FREN 414	French Women Writers
FREN 494	Topics in French Literature, Language or Culture

German

GERM 302	Readings in German Literature
GERM 303	Cultural Backgrounds of German Civilization
GERM 312	German Literature from 1900 to the Present
GERM 394	Topics in Language, Literature, or Culture
GERM 494	Topics in German Literature

Italian

ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today
ITAL 403	Italian Culture through Film
ITAL 410	Studies in Medieval and Renaissance Italy
ITAL 411	Studies in Modern Italian Literature and Culture
ITAL 412	Studies in Contemporary Italian Literature and Culture
ITAL 420	Dante and His Times
ITAL 494	Topics in Literature, Language, or Culture

Spanish

SPAN 302	Cultural History of Spain
SPAN 303	Introduction To Cultural Analysis
SPAN 304	Cultural History of Latin America
SPAN 320	Survey of Spanish Literature
SPAN 360	Survey of Latin American Literature
SPAN 422	Studies in Medieval Spanish Literature
SPAN 423	Studies in Spanish Literature of the Golden Age
SPAN 424	Don Quijote de la Mancha
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture
SPAN 430	Studies in Hispanic Film
SPAN 434	The "New" World

SPAN 448	Latin American Short Story
SPAN 449	Latin American Novel
SPAN 451	Latin American Poetry
SPAN 453	Mexican Literature and Culture
SPAN 458	Jewish Latin America

Music

MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
MUSC 340	Topics in World Music
MUSC 440W	Topics in Ethnomusicology

Philosophy

PHIL 321	Social Ethics
PHIL 338	Environmental Ethics
PHIL 340	Ethics of War and Peace
PHIL 472	Studies in Modern European Philosophy
PHIL 474	Studies in Contemporary Continental Philosophy
PHIL 476	Studies in Asian Philosophy

Theology

THRS 312	The Hindu Tradition
THRS 313	Jewish Faith and Practice
THRS 314	Buddhist Thought and Culture
THRS 315	Islamic Faith and Practice
THRS 316	The Daoist Tradition
THRS 317	Religions of China
THRS 321	Afro-Latin Religions
THRS 368	Lantino/a Theologies
THRS 369	Liberation Theology
THRS 382	The Prophetic Tradition of Israel
THRS 390	Holocaust: Death or God or Death of Humanity?

- 1 Other upper division courses with predominantly international or comparative content can be used upon specific approval by the department Chair. Note: Some of the courses listed below may have additional prerequisites.
- 2 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.

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.

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.

International Relations Senior Capstone Seminar

POLS 495: International Relations majors are required to complete the Senior Capstone Seminar. The purpose of this course is to provide students with an opportunity to apply and integrate what they have learned as a International Relations major. Students will have the opportunity to choose from Senior

Capstone Seminars that focus on completing a research project, a community project, or a simulation project.

Recommended Program of Study, International Relations

Freshman Year

Semester I

Preceptorial 3
 Select one of the following: 3

- POLS 120 Introduction to American Politics
- POLS 150 Introduction to Comparative Politics
- POLS 170 Introduction to International Relations

CC or electives 6-9

Semester II

Select one of the following:

- POLS 120 Introduction to American Politics
- POLS 150 Introduction to Comparative Politics
- POLS 170 Introduction to International Relations

CC or electives 9-12

Sophomore Year

Semester I

Select one of the following: 3

- POLS 120 Introduction to American Politics
- POLS 150 Introduction to Comparative Politics
- POLS 170 Introduction to International Relations

CC or electives 9-12

Semester II

Select one of the following: 3

- POLS 350 Theories of Comparative Politics
- POLS 370 Theories of International Relations
- POLS 380 Theories of International Political Economy

Upper-Division IR 3

CC or electives 9

Junior Year

Semester I

Select one of the following:

- POLS 350 Theories of Comparative Politics
- POLS 370 Theories of International Relations
- POLS 380 Theories of International Political Economy

POLS 330 Research Methods in Political Science (or Upper-Division IR) 3

Upper-Division Humanities 3

CC or electives 6

Semester II

Select one of the following: 3

- POLS 350 Theories of Comparative Politics
- POLS 370 Theories of International Relations
- POLS 380 Theories of International Political Economy

POLS 330 Research Methods in Political Science (or Upper-Division IR) 3

Upper-Division Humanities 3

CC or electives 6

Senior Year

Semester I

POLS 495 Senior Capstone Seminar (3) (or Upper-Division IR) 3

Upper-Division Humanities 3

Electives 9

Semester II

POLS 495 Senior Capstone Seminar (3) (or Upper-Division Humanities) 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.

The International Relations Minor

POLS 150 Introduction to Comparative Politics 3

POLS 170 Introduction to International Relations 3

Select one of the following: 3

POLS 350 Theories of Comparative Politics

POLS 370 Theories of International Relations

POLS 380 Theories of International Political Economy

Select 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. 9

Languages and Literatures

The mission of the Department of Languages and Literatures is the development of students' communicative and linguistic proficiency, intercultural competence, and skills in critical thinking through the study of languages, literatures, and other forms of cultural production. We are dedicated to excellence in teaching in these areas and producing original scholarly and creative contributions to our disciplines. Our mission speaks directly to the University's commitment to academic excellence, providing students with an enriching liberal arts education, and preparing them to engage responsibly in diverse local, national, and international realities.

The department offers undergraduate studies in nine different languages with majors in French, Italian Studies, and Spanish and minors in French, German, Italian, and Spanish. Courses in Arabic, Chinese, Classical Greek, Japanese, and Latin may be taken through the fourth semester and beyond. 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, Liberal Studies and Women's and Gender Studies. 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 a liberal arts education and can be highly beneficial to those pursuing studies and careers in many different fields. At the lower-division level, the language programs are designed 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.

CHAIR

Kevin Guerrieri, PhD

DIRECTOR OF PLACEMENT

Santiago Rubio-Fernaz, PhD

LANGUAGE COORDINATOR

Íñigo Yanguas, PhD

Faculty

Kimberly A. Eherenman, PhD

Rebecca Ingram, PhD

Michèle Magnin, PhD

Loredana Di Martino, PhD

Julia Medina, PhD

Alejandro Meter, PhD

Sylvie Ngilla, PhD

Amanda Petersen, PhD

Martin Repinecz, PhD

María Cecilia Ruiz, PhD

Leonora Simonovis-Brown, PhD

Richard Stroik, PhD

Language (LANG)

The basic language sequence (101-102-201) with the LANG subject code is used to indicate courses in languages not offered by the department. LANG 201 fulfills the Core Curriculum language requirement.

LANG 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower division level of a special topic in language, literature, or culture. The course may include texts from a wide range of cultural production from different countries and regions, and English may be the language of instruction. When offered, selected subjects will be announced on the MySanDiego portal.

LANG 315 | L2 TEACHING METHODS AND APPLIED LINGUISTICS

Units: 3

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher. This course is cross-listed with 315 in the majors and minors in the department (FREN, GERM, ITAL, and SPAN). Students whose language of study is not one of those four may take the course as LANG.

Remaining courses are listed under each individual language.

Arabic

Modern Standard Arabic introduces students to the form of the language that is understood throughout the Arab world. It promotes a level of literacy that gives 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 acquaints students with the geography, political systems, cultures, and religious heterogeneity (Muslim, Christian, Jewish, etc.) of the Arab world. Special attention will be given to the 21 Arab countries that are members of the Arab League of Nations.

Program Director

Randa Jad-Moussa, MEd

A passing grade in ARAB 201 satisfies the Core Curriculum language requirement.

Lower-Division Courses (ARAB)

ARAB 101 | FIRST SEMESTER ARABIC

Units: 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.

ARAB 102 | SECOND SEMESTER ARABIC

Units: 3

Prerequisites: ARAB 101

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.

ARAB 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

ARAB 201 | THIRD SEMESTER ARABIC**Units: 3**

Prerequisites: ARAB 102

Further development of language competence to the intermediate level. Introduction of easier literary and cultural readings that will solidify reading skills and provide deeper understanding of Arabic cultures. By the end of the course, students should be able to identify family members, relatives and social relations; 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. Every Fall.

ARAB 202 | FOURTH SEMESTER ARABIC**Units: 3**

Prerequisites: ARAB 201

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.

ARAB 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN ARABIC**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Arabic are developed. Prerequisites: None. May be taken for credit each time topic changes.

ARAB 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ARAB 202

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. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (ARAB)**ARAB 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ARAB 202

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 will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

ARAB 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN ARABIC**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Arabic are developed.

ARAB 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.

Chinese

The Chinese language program introduces students to Mandarin Chinese, which is the most commonly spoken language in the world and an official language of China, Taiwan, and Singapore. The curriculum promotes language learning

in a rich cross-cultural context that involves exploring the values, attitudes, and beliefs of contemporary Chinese society as well as aspects of the regions' literature, arts, politics, and history. Students develop communicative proficiency in all basic skills, and 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 interdisciplinary humanities with a concentration in Chinese in either the Asian Studies or Humanities track. 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, CHIN 294, CHIN 394 and CHIN 499, may be counted toward the requirements of both programs.

Program Director

Yu Chen, MA

Lower-Division Courses (CHIN)**CHIN 101 | FIRST SEMESTER CHINESE****Units: 3**

An introduction to the four basic language skills: listening, speaking, reading, and writing, with an emphasis on oral skills.

CHIN 102 | SECOND SEMESTER CHINESE**Units: 3**

Prerequisites: CHIN 101 or Passing the appropriate departmental placement test within the previous year

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.

CHIN 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

CHIN 201 | THIRD SEMESTER CHINESE**Units: 3**

Prerequisites: CHIN 102

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.

CHIN 202 | FOURTH SEMESTER CHINESE**Units: 3**

Prerequisites: CHIN 201

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.

CHIN 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN CHINESE**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Chinese are developed.

CHIN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: CHIN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (CHIN)**CHIN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: CHIN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

CHIN 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN CHINESE**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Chinese are developed.

CHIN 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Classical Greek

The study of Classical Greek allows students to become familiar with one of the oldest written traditions in the world. The cultural productions of Greece in antiquity are worthy of study both in their own right and for their continuing, vital relevance to the world we live in today. Students acquire an appreciation for key aspects of the cultural legacy of one of the civilizations that has most shaped the modern world, and they simultaneously enrich their knowledge of English vocabulary and grammar.

Students may elect to major in Interdisciplinary Humanities with a concentration in Classical Studies in either the Humanities or European Studies tracks. Upper-division courses relating to Greek culture 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 director, GREK 294, GREK 394, and GREK 499 may be counted toward the requirements. The Classical Studies minor (Option 1) requires GREK 101-201 and makes GREK 202 one of the choices from a list of lower-division courses. With the prior permission of the Director of Classical Studies, GREK 294, GREK 394, and GREK 499 may be counted toward the requirements.

Program Director

John Fendrick, PhD

A passing grade in GREK 201 satisfies the Core Curriculum language requirement.

Lower-Division Courses (GREK)**GREK 101 | FIRST SEMESTER GREEK****Units: 3**

Introduction to Classical (Attic) Greek. The fundamentals of 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.

GREK 102 | SECOND SEMESTER GREEK**Units: 3**

Prerequisites: or Passing the appropriate departmental placement test within the previous year GREK 101

A continuation of GREK 101. Further study of morphology and syntax of Classical (Attic) Greek. Easier readings excerpted from the writings of Aesop and Apollodorus, as well as extended passages from the New Testament.

GREK 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor.

GREK 201 | THIRD SEMESTER GREEK**Units: 3**

Prerequisites: GREK 102

Review and further study of grammar and vocabulary of Classical (Attic) Greek. Readings taken from the writings of Xenophon, Herodotus, and the Bible. Introduction to the epic poetry of Homer.

GREK 202 | FOURTH SEMESTER GREEK**Units: 3**

Prerequisites: GREK 201

Introduction to Classical 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.

GREK 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN GREEK**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Classical Greek language are developed.

GREK 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GREK 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

Upper-Division Courses (GREK)**GREK 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GREK 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

GREK 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN GREEK**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Classical Greek are developed.

GREK 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.

French

French

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 summer course in France. Information is available at the International Center, Serra Hall, Room 315, or at www.sandiego.edu/studyabroad/

PROGRAM DIRECTOR

Michèle Magnin, PhD

Faculty

Sylvie Ngilla, PhD

Richard Stroik, PhD

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 25 upper-division units required for the major must include:

FREN 301	Advanced Grammar and Composition (or equivalent)	3
FREN 303	Cultural Backgrounds of French Civilization (or equivalent)	3
Select minimum of 3 courses at the level of 320 or above		9
FREN 495	Senior Capstone Project ¹	1

¹ The capstone project is carried out in the student's last year in the program, and it should be linked thematically to one of the last two upper-division courses taken for the major. The student must consult with the program director to determine her or his project and enroll in FREN 495.

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.

Recommended Program of Study for the French Major

FREN 101 through FREN 202 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.

The Minor

Two options are available:

- 18 units: at least nine of the 18 units must be in upper-division courses: FREN 301, FREN 302, FREN 303, and FREN 310 are recommended.
- 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

Units: 3

Introductory course to French life, language, and grammar, with stress upon pronunciation and oral comprehension.

FREN 102 | SECOND SEMESTER FRENCH

Units: 3

Prerequisites: FREN 101

Essentials of French grammar together with writing, reading, pronunciation, and comprehension.

FREN 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

FREN 201 | THIRD SEMESTER FRENCH

Units: 3

Prerequisites: FREN 102

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 Paris. Prerequisites: FREN 102 or equivalent, or Placement Exam. Every semester. Course also is offered as an 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. Prerequisites: FREN 102 or equivalent, or Placement Exam. Every summer.

FREN 202 | FOURTH SEMESTER FRENCH

Units: 3

Prerequisites: FREN 201

Oral and written practice of 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 and Francophone culture.

FREN 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN FRENCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in French are developed.

FREN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: FREN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (FREN)**FREN 300 | ADVANCED CONVERSATION****Units: 3**

Prerequisites: FREN 202

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.

FREN 301 | ADVANCED GRAMMAR AND COMPOSITION**Units: 3**

Prerequisites: FREN 202

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.

FREN 302 | INTRODUCTION TO THE ANALYSIS OF FRENCH LITERARY TEXTS**Units: 3**

Prerequisites: FREN 202

Introduction to the analysis of texts selected from representative masterpieces of French and Francophone literature in all genres. Emphasis will be on close reading of texts, with an overview of the historical evolution of literary styles and genres.

FREN 303 | CULTURAL BACKGROUNDS OF FRENCH CIVILIZATION**Units: 3**

Prerequisites: FREN 202

Survey of the historical, social, cultural, and artistic evolution of French from the Middle Ages to the present.

FREN 310 | FRENCH PHONETICS**Units: 3**

Prerequisites: FREN 301

An intensive study of French phonemes, diction, and speech and their practical applications in contemporary France.

FREN 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS**Units: 3**

Prerequisites: FREN 301

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

FREN 320 | SURVEY OF FRENCH LITERATURE I: MIDDLE AGES TO 18TH CENTURY**Units: 3**

Prerequisites: FREN 301

Introduction to the major works of French literature, in their socio-cultural context, from the birth of the language to the Age of Enlightenment.

FREN 321 | SURVEY OF FRENCH LITERATURE II: 19TH TO 21ST CENTURIES**Units: 3**

Prerequisites: FREN 301

Introduction to the major works of French and Francophone literature, in their socio-cultural context, from the end of the 18th century to the beginning of the 21st century.

FREN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: FREN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

FREN 403 | CONTEMPORARY FRENCH CIVILIZATION**Units: 3**

Prerequisites: FREN 301 and (FREN 320 or FREN 321)

An in-depth study of major facets of the modern way of life in France and Francophone countries, with special emphasis on the political, social, and artistic areas.

FREN 409 | CONTEMPORARY AFRICAN FRANCOPHONE THEATER**Units: 3**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study of selected masterpieces of dramatic literature from French-speaking countries in Africa and its diaspora in France. Students will explore expressions and mutations of Francophone African theater from 1960 (when most African countries gained their independence from European colonial rule) to today.

FREN 410 | FRENCH THEATER**Units: 3**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study of selected masterpieces of dramatic literature that reflect France's people and culture, and the evolution of the genre through the ages.

FREN 411 | FRENCH PROSE**Units: 3**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study of a variety of French non-fiction and fiction (other than the novel) such as essays, pensées, discours, contes, fables, nouvelles, sermons, etc. This course will examine the richness of French thought and storytelling through the ages.

FREN 412 | FRENCH NOVEL**Units: 3**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

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, Tourmier, Duras, Ernaux, and others.

FREN 413 | FRENCH POETRY**Units: 3**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study of French poetry and poetic forms from the Middle Ages to the present.

FREN 414 | FRENCH WOMEN WRITERS**Units: 3**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu.

FREN 493 | TUTORING OR FIELD EXPERIENCE IN FRENCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Supervised participation in the department's Tutoring Program or placement in a community agency in which the student's skills in French are developed.

FREN 494 | TOPICS IN FRENCH LITERATURE, LANGUAGE OR CULTURE

Units: 3 Repeatability: Yes (Can be repeated for Credit)

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)
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.

FREN 495 | SENIOR CAPSTONE PROJECT

Units: 1-3

This is a culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. Consult with program director.

FREN 499 | INDEPENDENT STUDY

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

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.

German

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 may elect to major in Interdisciplinary Humanities with a concentration in German in either the Humanities or European Studies track. 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 Director of Interdisciplinary Humanities, GERM 294, GERM 394, GERM 494 and GERM 499 may be counted toward the requirements of both programs.

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 International Center, Serra Hall, Room 315, or at www.sandiego.edu/studyabroad.

PROGRAM DIRECTOR

Christiane P. Staninger, PhD

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 of 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.

Recommended Program of Study for the German Minor

GERM 101 through GERM 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 the minor, the program director will help map out the best course for each student according to previous background, future career goals, or personal interest.

Lower-Division Courses (GERM)

A passing grade in GERM 201 satisfies the Core Curriculum requirement.

GERM 101 | FIRST SEMESTER GERMAN

Units: 3

Introductory course to German life, language, and essentials of basic grammar with stress upon pronunciation, reading, and oral comprehension.

GERM 102 | SECOND SEMESTER GERMAN

Units: 3

Prerequisites: GERM 101

A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation.

GERM 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

GERM 201 | THIRD SEMESTER GERMAN

Units: 3

Prerequisites: GERM 102

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the German-speaking community. This course is also offered in the summer in Europe (see below). Prerequisite: GERM 102 or equivalent or Placement Exam. Every Fall. Also offered as THIRD SEMESTER GERMAN IN EUROPE: 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. Every Fall.

GERM 202 | FOURTH SEMESTER GERMAN

Units: 3

Prerequisites: GERM 201

Oral and written practice of 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.

GERM 230 | INTERMEDIATE CONVERSATION**Units: 3**

Prerequisites: GERM 201 or GERM 202

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.

GERM 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN GERMAN**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in German are developed.

GERM 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GERM 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (GERM)**GERM 301 | ADVANCED COMPOSITION****Units: 3**

Prerequisites: GERM 202

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.

GERM 302 | READINGS IN GERMAN LITERATURE**Units: 3**

Prerequisites: GERM 301

Assigned readings in modern literature; class reports and essays on literary topics of prose and poetry.

GERM 303 | CULTURAL BACKGROUNDS OF GERMAN CIVILIZATION**Units: 3**

Prerequisites: GERM 202

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.

GERM 304 | COMMERCIAL CORRESPONDENCE AND ADVANCED BUSINESS GERMAN**Units: 3**

Prerequisites: GERM 202

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.

GERM 312 | GERMAN LITERATURE FROM 1900 TO THE PRESENT**Units: 3**

Prerequisites: GERM 301

A survey of German literature from 1900 to the present. Important movements, authors, and works in German literature since the turn of the century.

GERM 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS**Units: 3**

Prerequisites: GERM 301

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

GERM 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GERM 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

GERM 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN GERMAN**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in German are developed.

GERM 494 | TOPICS IN GERMAN LITERATURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GERM 302

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. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: GERM 302 or equivalent. May be taken for credit each time topic changes.

GERM 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Italian

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 Studies Program develops students' linguistic proficiency while providing them with a strong interdisciplinary knowledge of Italian culture. The lower-division language classes help students develop 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 International Center, Serra Hall, Room 315, or at www.sandiego.edu/studyabroad/.

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.

PROGRAM DIRECTOR

Loredana Di Martino, PhD

Preparation for the Italian Studies Major

Students must have finished ITAL 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

25 units of upper-division work—8 courses plus the 1-unit capstone project—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.

Italian Courses (ITAL) Required

ITAL 301W	Writing and Composition in Italian	3
ITAL 302	Contemporary Italy: Culture, Politics and Society	3
Select one of the following courses on the early modern period :		3
ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century	
ITAL 410	Studies in Medieval and Renaissance Italy	
ITAL 394 & ITAL 494	Topics in Language, Literature, or Culture and Topics in Literature, Language, or Culture (when applicable)	
ITAL 420	Dante and His Times	
Select one of the following courses on the modern or contemporary period:		3
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today	
ITAL 403	Italian Culture through Film	
ITAL 411	Studies in Modern Italian Literature and Culture	
ITAL 412	Studies in Contemporary Italian Literature and Culture	
ITAL 394 & ITAL 494	Topics in Language, Literature, or Culture and Topics in Literature, Language, or Culture (when applicable)	
ITAL 413D	Italian Literature of Migration	
Select 2 elective upper-division Italian courses		6
ITAL 495	Senior Capstone Project ¹	1-3

¹ The capstone project is carried out in the student's last year in the program, and it should be linked thematically to one of the last two upper-division courses taken for the major. The student must consult with the program director to determine her or his project and enroll in ITAL 495.

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 of the Director of 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:

ARCH 321	City and Utopia: Introduction to History of Urbanism	3
ARTH/ARCH 322	Contemporary Architecture	3
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	3
COMM 475	Intercultural Communication	3
ECON 333	International Economics (Prereq: ECON 101 and MATH 130, 150 or 151)	3
ENGL 310	Dante	3
FINA 405	International Financial Management (Prereq: FINA 300))	3
HIST 312	Roman Civilization	3
HIST 321	The Fall of the Roman Empire	3
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450	3
HIST 331	Renaissance Europe	3
HIST 341	World War II	3
MKTG 305	Global Marketing (Prereq: MKTG 300 and MATH 130, 150 or 151)	3

Other catalog courses and special topics courses may count provided they have significant content on Italy or Italian topics. You must consult with the Director of Italian about all interdisciplinary courses, including those with preliminary approval.

Recommended Program of Study for the Italian Studies Major

This program of study is designed for incoming freshmen with little or no previous knowledge of the Italian language. Students with sufficient prior language preparation, as determined through the department's placement policy, may initiate upper-division course work as early as their freshman year. Additionally, students can also take one or both of the interdisciplinary courses in English as early as their freshman year. Please note that students must fulfill the requirement of one course in the early modern period, in addition to the other requirements.

Early modern

ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century	3
ITAL 410	Studies in Medieval and Renaissance Italy	3
ITAL 420	Dante and His Times	3
ITAL 394/494	Topics in Language, Literature, or Culture (when applicable)	3

Freshman Year**Semester I**

ITAL 101 First Semester Italian

Semester II

ITAL 102 Second Semester Italian

Sophomore Year**Semester I**

ITAL 201 Third Semester Italian

Semester II

ITAL 202 Fourth Semester Italian

Junior Year**Semester I**ITAL 301W Writing and Composition in Italian
or 302 Contemporary Italy: Culture, Politics and Society
Interdisciplinary course**Semester II**ITAL 301 Advanced Composition and Grammar
or 302 Contemporary Italy: Culture, Politics and SocietyITAL 320 Introduction to Italian Literature and Culture I: From
or 321 the Middle Ages to the 17th Century
Introduction to Italian Literature and Culture II: From
the Enlightenment to Today**Senior Year****Semester I**300- or 400-level course
400-level course**Semester II**

400-level course

Interdisciplinary course

ITAL 495 Senior Capstone Project (linked to 400-level course)

Hours

3

3

3

3

3

3

3

3

3

3

3

1-3

ITAL 102 | SECOND SEMESTER ITALIAN**Units: 3**

Prerequisites: ITAL 101

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.

ITAL 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

ITAL 201 | THIRD SEMESTER ITALIAN**Units: 3**

Prerequisites: ITAL 102

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency and cultural awareness. At this level students may be encouraged to participate in community service-learning and/or cultural activities within the Italian speaking community.

Prerequisites: ITAL 102 or equivalent, or Placement Exam. Every semester. ITAL 201.

ITAL 202 | FOURTH SEMESTER ITALIAN**Units: 3**

Prerequisites: ITAL 201

Review and expansion of language structures, as well as practice in reading, composition and conversation in preparation for upper-division work.

ITAL 230 | INTERMEDIATE CONVERSATION**Units: 3**

Prerequisites: ITAL 201 or ITAL 202

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.

ITAL 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN ITALIAN**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Italian are developed.

ITAL 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ITAL 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (ITAL)**ITAL 301 | ADVANCED COMPOSITION AND GRAMMER****Units: 3**

Prerequisites: ITAL 202

Focus on the development of reading and writing skills through the analysis of authentic texts, the practice of various modes of written expression, and grammar review.

ITAL 302 | CONTEMPORARY ITALY: CULTURE, POLITICS AND SOCIETY**Units: 3**

Prerequisites: ITAL 202

Study of relevant aspects of Italian culture, politics, and society, and of key moments in Italian history.

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. Prerequisites: Fourth-semester competency in Italian and approval of department chair.

Lower-Division Courses (ITAL)

A passing grade in ITAL 201 satisfies the Core Curriculum language requirement.

ITAL 101 | FIRST SEMESTER ITALIAN**Units: 3**

Essentials of Italian grammar with emphasis on communicative proficiency and cultural awareness. Development of the four skills of listening, speaking, reading and writing.

ITAL 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS**Units: 3**

Prerequisites: ITAL 301 or ITAL 302

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

ITAL 320 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE I: FROM THE MIDDLE AGES TO THE 17TH CENTURY**Units: 3**

Prerequisites: ITAL 301 or ITAL 302

Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the language to the 17th century.

ITAL 321 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE II: FROM THE ENLIGHTENMENT TO TODAY**Units: 3**

Prerequisites: ITAL 301 or ITAL 302

Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times.

ITAL 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ITAL 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor.

ITAL 403 | ITALIAN CULTURE THROUGH FILM**Units: 3**

Prerequisites: ITAL 320 or ITAL 321

A study of major facets of modern and contemporary Italy through cinema and a variety of written sources.

ITAL 410 | STUDIES IN MEDIEVAL AND RENAISSANCE ITALY**Units: 3**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy.

ITAL 411 | STUDIES IN MODERN ITALIAN LITERATURE AND CULTURE**Units: 3**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of 18th- and 19th-century Italy. Particular emphasis is given to the discussion of Italian Risorgimento and the construction and representation of Italian national and cultural identity.

ITAL 412 | STUDIES IN CONTEMPORARY ITALIAN LITERATURE AND CULTURE**Units: 3**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of 20th- and 21st-century Italy.

ITAL 413D | ITALIAN LITERATURE OF MIGRATION**Units: 3**

Prerequisites: ITAL 320 or ITAL 321

A study of works by native and non-native Italian writers that deal with the questions of migration, multiculturalism and otherness.

ITAL 420 | DANTE AND HIS TIMES**Units: 3**

Prerequisites: ITAL 320 or ITAL 321

A study of Dante's *Divina Commedia* and other selected works in their literary and historical context.

ITAL 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN ITALIAN**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Italian are developed.

ITAL 494 | TOPICS IN LITERATURE, LANGUAGE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ITAL 320 or ITAL 321

Study of special topics in Italian literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

ITAL 495 | SENIOR CAPSTONE PROJECT**Units: 1-3**

This is a culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. Consult with program director. Capstone projects are approved by the program director.

ITAL 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Japanese

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 history department or to major in Interdisciplinary Humanities with a concentration in Japanese in either the Asian Studies or Humanities track. 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, JAPN 294, JAPN 394 and JAPN 499 may be counted toward the requirements of both programs.

Students are strongly encouraged to take advantage of our semester or year-long program in Tokyo, Japan and/or the Japanese Culture and Conversation summer or intercession course in Tokyo. Information is available at the International Center, Serra Hall, Room 315, or at www.sandiego.edu/studyabroad/. The Japanese program also has a relationship with the San Diego/Yokohama Sister City League, which provides opportunities to meet visiting students, visit Yokohama and apply for summer internships.

PROGRAM DIRECTOR

Hiroko Takagi, MA

A passing grade in JAPN 201 satisfies the Core Curriculum language requirement.

Lower-Division Courses (JAPN)

JAPN 101 | FIRST SEMESTER JAPANESE

Units: 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.

JAPN 102 | SECOND SEMESTER JAPANESE

Units: 3

Prerequisites: JAPN 101

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.

JAPN 150 | JAPANESE CULTURE AND CONVERSATION

Units: 3

Prerequisites: JAPN 102

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.

JAPN 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

JAPN 201 | THIRD SEMESTER JAPANESE

Units: 3

Prerequisites: JAPN 102

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.

JAPN 202 | FOURTH SEMESTER JAPANESE

Units: 3

Prerequisites: JAPN 201

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.

JAPN 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN JAPANESE

Units: 1-3 Repeatability: Yes (Repeatable if topic differs)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Japanese are developed.

JAPN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: JAPN 202

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. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (JAPN)

JAPN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: JAPN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

JAPN 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN JAPANESE

Units: 1-3 Repeatability: Yes (Repeatable if topic differs)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Japanese are developed.

JAPN 499 | INDEPENDENT STUDY

Units: 1-3 Repeatability: Yes (Repeatable if topic differs)

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.

Latin

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 enhances one's knowledge of that language. The Latin program offers beginning and intermediate courses that incorporate authentic texts drawn from archaic to classical times, including secular, theological and liturgical works. Students will learn to read and translate the language and to understand its indelible impact on modern English. Also offered are special topics courses—both lower- and upper-division—which focus on some aspect of language, literature, and culture.

Students may elect to major in Interdisciplinary Humanities with a concentration in Latin in either the Humanities or European Studies track. 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 Director of Interdisciplinary Humanities, LATN 294, LATN 394, and LATN 499 may be counted toward the requirements of both tracks. The Classical Studies minor (Option 1) requires LATN 101-201 and makes LATN 202 one of the choices from a list of lower-division courses. With the prior permission of the Director of Classical Studies, LATN 294, LATN 394, and LATN 499 may be counted toward the requirements.

PROGRAM DIRECTOR

John Fendrick, PhD

A passing grade in LATN 201 satisfies the Core Curriculum language requirement.

Lower-Division Courses (LATN)

LATN 101 | FIRST SEMESTER LATIN

Units: 3

Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature.

LATN 102 | SECOND SEMESTER LATIN

Units: 3

Prerequisites: LATN 101

A continuation of LATN 101. Translation of brief selections from Latin authors and exploration of various facets of Roman culture continue as the nucleus of the course.

LATN 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor.

LATN 201 | THIRD SEMESTER LATIN

Units: 3

Prerequisites: LATN 102

Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature.

LATN 202 | FOURTH SEMESTER LATIN

Units: 3

Prerequisites: LATN 201

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.

LATN 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN LATIN

Units: 1-3 Repeatability: Yes (Repeatable if topic differs)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Latin are developed.

LATN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: LATN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

Upper-Division Courses (LATN)

LATN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: LATN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

LATN 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN LATIN

Units: 1-3 Repeatability: Yes (Repeatable if topic differs)

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Latin are developed.

LATN 499 | INDEPENDENT STUDY

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

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.

Spanish

The program engages students in the study of the Spanish language, the development of their communicative proficiency, and the analysis of a wide range of literary and cultural production throughout the Spanish-speaking world, from Latin America, the Caribbean, and the United States, to the Iberian Peninsula. They also gain a broad understanding of the diversity of Hispanic cultures through a study of these societies' literary and cultural contributions, traditions, perspectives, and histories. Finally, students learn to analyze, critically engage, and interpret the texts (written works, cultural products, artifacts, etc.), and the language that constitutes this dynamic, intercultural space.

Students are encouraged to participate in study abroad, particularly those programs led by faculty of our department, which are offered during both intersession and summer. We also recommend a semester-long experience in our Madrid Program. Students should consult with their academic advisor and the director of the Spanish Program in order to determine when to study abroad and which courses to take.

Given our geographic location and the subject matter of our classes, students are strongly encouraged to participate in community engagement through classes that incorporate this important component into the curricula.

PROGRAM DIRECTOR

Julia Medina, PhD

Faculty

Kimberly A. Eherenman, PhD

Kevin Guerrieri, PhD

Rebecca Ingram, PhD

Alejandro Meter, PhD

Amanda Petersen, PhD

Martin Repinecz, PhD

María Cecilia Ruiz, PhD

Leonora Simonovis, PhD

Íñigo Yanguas, PhD

The Major

The 28 units of upper-division work, which are selected from Spanish courses numbered 300 or above, must include:

SPAN 301W	Writing and Composition in Spanish	3
or SPAN 311	Writing and Composition for Heritage Speakers	
SPAN 302	Cultural History of Spain	3
SPAN 304	Cultural History of Latin America	3
Select one of the following 400-level courses in Spanish Peninsular Literature:		
SPAN 422	Studies in Medieval Spanish Literature	
SPAN 423	Studies in Spanish Literature of the Golden Age	
SPAN 424	Don Quijote de la Mancha	
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture	
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture	

SPAN 494	Topics in Language, Literature, or Culture (depending on topic)	
Select one of the following 400-level courses in Latin American Literature:		3
SPAN 410D	Latin@ Literatures and Cultures	
SPAN 434	The "New" World	
SPAN 448	Latin American Short Story	
SPAN 449	Latin American Novel	
SPAN 453	Mexican Literature and Culture	
SPAN 458	Jewish Latin America	
SPAN 494	Topics in Language, Literature, or Culture	
One 400-level elective course		3
SPAN 495	Senior Capstone Project ¹	1

¹ The capstone project is carried out in the student's last year in the program, and it should be linked thematically to one of the last two upper-division courses taken for the major. The student must consult with the program director to determine her or his project and enroll in SPAN 495.

A minimum of 15 upper-division units must be taken on the USD campus.

Recommended Program of Study for the Spanish Major

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.

Freshman Year

Semester I		Hours
SPAN 101	First Semester Spanish	3

Semester II

SPAN 102	Second Semester Spanish	3
----------	-------------------------	---

Sophomore Year

Semester I		Hours
SPAN 201	Third Semester Spanish	3

Semester II

SPAN 202 or 212	Fourth Semester Spanish Spanish for Heritage Speakers	3
-----------------	--	---

Junior Year

Semester I		Hours
SPAN 301W or 311	Writing and Composition in Spanish Writing and Composition for Heritage Speakers	3

Semester II

SPAN 302	Cultural History of Spain	3
SPAN 304	Cultural History of Latin America	3
300-level course		3

Senior Year

Semester I		Hours
300- or 400-level course		3
400-level course		3

Semester II

400-level course		3
400-level course		3
SPAN 495	Senior Capstone Project (linked to 400-level course)	1-3

The Minor

Two options are available:

- 18 units: At least 9 of the 18 units must be in upper division courses (numbered 300 and above).
- 12 units of upper-division courses (numbered 300 and above).
Prerequisites: Fourth-semester competency in Spanish and approval of department chair.

A minimum of 6 upper-division units must be taken on the USD campus for the minor.

Both SPAN 301 (or SPAN 311) and SPAN 303 are prerequisites for Spanish courses numbered 320 and higher. In addition, either SPAN 302 or SPAN 304 is a prerequisite for each 400-level course. (See individual course descriptions).

A passing grade in SPAN 201 satisfies the Core Curriculum language requirement.

Lower-Division Courses (SPAN)

SPAN 101 | FIRST SEMESTER SPANISH

Units: 3

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.

SPAN 102 | SECOND SEMESTER SPANISH

Units: 3

Prerequisites: SPAN 101

Introduces new structures and continues the development of cultural awareness, as well as communicative proficiency, in the four basic skills described above.

SPAN 103 | FIRST YEAR SPANISH

Units: 4

Prerequisites: Passing the appropriate departmental placement test within the previous year

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.

SPAN 194 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE

Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor.

SPAN 201 | THIRD SEMESTER SPANISH

Units: 3

Prerequisites: SPAN 102 or SPAN 103

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.

SPAN 202 | FOURTH SEMESTER SPANISH**Units: 3**

Prerequisites: SPAN 201

A review of the structures of the language, as well as practice in composition and conversation, in preparation for upper-division work. First of two-semester sequence with SPAN 301.

SPAN 212 | SPANISH FOR HERITAGE SPEAKERS**Units: 3**

Intensive Spanish for Heritage speakers who have had little or no formal training in the language. Students will develop writing and oral skills, while increasing their understanding of Hispanic cultures. First of two-semester sequence with SPAN 311.

SPAN 293 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN SPANISH**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community organization in which the student's skills in Spanish are developed.

SPAN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: SPAN 202 or SPAN 212

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

Upper-Division Courses (SPAN)**SPAN 300 | CONVERSATION****Units: 3**

Prerequisites: SPAN 202

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 high intermediate or advanced oral proficiency in the language. A brief interview with the instructor is required for admission.

SPAN 301W | WRITING AND COMPOSITION IN SPANISH**Units: 3**

Prerequisites: SPAN 202

Students will develop writing competency in Spanish through a study of representative styles, genres, and forms, as well as review select grammatical structures. Second of two-course sequence with SPAN 202, or equivalent. Every semester.

SPAN 302 | CULTURAL HISTORY OF SPAIN**Units: 3**

Prerequisites: SPAN 202 or SPAN 212

An introduction to the cultural history of Spain from pre-Roman times to the present through a wide variety of historical, visual, and literary texts, among other materials.

SPAN 303 | INTRODUCTION TO CULTURAL ANALYSIS**Units: 3**

Prerequisites: SPAN 202 or SPAN 212

An introduction to critical categories and vocabulary of cultural analysis, focusing on works from the Spanish-speaking world. Topics covered may include literature, the visual arts, cartography, language, music, and history, among others.

SPAN 304 | CULTURAL HISTORY OF LATIN AMERICA**Units: 3**

Prerequisites: SPAN 202 or SPAN 212

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.

SPAN 305 | SPANISH FOR BUSINESS AND SOCIAL INNOVATION**Units: 3**

Prerequisites: SPAN 202 or SPAN 212

Project-based course in which students learn basic vocabulary in Spanish from different sectors of the business world. Students develop their intercultural competence and communicative proficiency through the study of cultural texts from the Spanish-speaking world with a focus on social innovation.

SPAN 306 | STUDIES IN SPANISH LINGUISTICS**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: SPAN 301 or SPAN 311

This course will alternate different topics in Spanish linguistics, such as introduction to linguistics, applied linguistics, or phonetics.

SPAN 311 | WRITING AND COMPOSITION FOR HERITAGE SPEAKERS**Units: 3**

Prerequisites: SPAN 212

This course is equivalent to 301 for Heritage speakers, who have had some formal training in the language. Students will develop competency in Spanish through a study of representative styles, genres, and forms, as well as select grammatical structures. Second of two semester sequence with SPAN 212.

SPAN 312 | CREATIVE WRITING WORKSHOP**Units: 3**

Prerequisites: SPAN 202 or SPAN 212

A course designed for students who wish to explore different modes of writing creatively in Spanish by experimenting with a variety of narrative and lyric forms of expression, including screenwriting and drama, among others.

SPAN 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS**Units: 3**

Prerequisites: SPAN 301 or SPAN 311

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

SPAN 320 | SURVEY OF SPANISH LITERATURE**Units: 3**

Prerequisites: SPAN 303 and (SPAN 301 or SPAN 311)

Corequisites: SPAN 302

A survey of Spanish literature from its origins in the Middle Ages to the present, including representative works and authors from major periods.

SPAN 360 | SURVEY OF LATIN AMERICAN LITERATURE**Units: 3**

Prerequisites: SPAN 303 and (SPAN 301 or SPAN 311)

Corequisites: SPAN 304

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. SPAN 301 or SPAN 311 and SPAN 303, or equivalents.

SPAN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: SPAN 202 or SPAN 212

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

SPAN 410D | LATIN@ LITERATURES AND CULTURES**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 303)
A study of the literary traditions and cultural production of Spanish-speaking communities in the United States. May focus on a specific topic, time period, genre, or group. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 or SPAN 304), or equivalents.

SPAN 422 | STUDIES IN MEDIEVAL SPANISH LITERATURE**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 303)
Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 302 or SPAN 303), or equivalents.

SPAN 423 | STUDIES IN SPANISH LITERATURE OF THE GOLDEN AGE**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 303)
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 or SPAN 311 and (SPAN 302 or SPAN 303), or equivalents.

SPAN 424 | DON QUIJOTE DE LA MANCHA**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 303)
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 or SPAN 311 and (SPAN 302 or SPAN 303), or equivalents.

SPAN 426 | STUDIES IN 18TH AND 19TH CENTURY PENINSULAR LITERATURE AND CULTURE**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 303)
Organized thematically, this course offers intensive readings and discussion of selected literary works and cultural texts from Spain. May cover texts from the Enlightenment through the Generation of 1898. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 302 or SPAN 303), or equivalents.

SPAN 427 | STUDIES IN 20TH AND 21ST CENTURY PENINSULAR LITERATURE AND CULTURE**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 303)
Organized thematically, this course offers intensive readings and discussion of selected literary works and cultural texts from Spain. May cover texts from the Generation of 1898, the Civil War, the Franco dictatorship, the transition to democracy, or the contemporary period. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 302 or SPAN 303), or equivalents.

SPAN 430 | STUDIES IN HISPANIC FILM**Units: 3**

Prerequisites: SPAN 303 and (SPAN 301 or SPAN 311)
A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Prerequisites: SPAN 301 or SPAN 311 and SPAN 303, or equivalents.

SPAN 434 | THE "NEW" WORLD**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 303 or SPAN 304)
A transatlantic study of the historical, cultural, and literary influences involved in the representations of the "New" World during the Colonial Era.

SPAN 448 | LATIN AMERICAN SHORT STORY**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 303 or SPAN 304)
A study of the Latin American short story from the beginning of the genre in the 19th century to the present. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 or SPAN 304), or equivalents.

SPAN 449 | LATIN AMERICAN NOVEL**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 303 or SPAN 304)
A study of the novel in Latin America from the 19th century to the "Boom" and beyond. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 or SPAN 304), or equivalents.

SPAN 451 | LATIN AMERICAN POETRY**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 303 or SPAN 304)
A study of the development of Latin American poetry from pre-Columbian times to the present. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 or SPAN 304), or equivalents.

SPAN 453 | MEXICAN LITERATURE AND CULTURE**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 303 or SPAN 304)
A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 or SPAN 304), or equivalents.

SPAN 458 | JEWISH LATIN AMERICA**Units: 3**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 303 or SPAN 304)
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. Prerequisites: SPAN 301 or SPAN 311 and (SPAN 303 or SPAN 304), or equivalents.

SPAN 493 | LANGUAGE TUTORING OR FIELD EXPERIENCE IN SPANISH**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Supervised participation in the department's Tutoring Program or placement in a community agency in which the student's skills in Spanish are developed.

SPAN 494 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: (SPAN 301 or SPAN 311) and (SPAN 302 or SPAN 304) and SPAN 303
Study of special topics in Spanish and/or Latin American literatures, languages, or cultures. When offered, selected subjects will be announced on the MySanDiego portal.

SPAN 495 | SENIOR CAPSTONE PROJECT**Units: 1-3**

This is a culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. Consult with program director. Capstone projects are approved by the program director.

SPAN 499 | INDEPENDENT STUDY

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

Prerequisites: (SPAN 301 or SPAN 311) and SPAN 303

A program arranged between the advanced student and the 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.

Latin American Studies

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.

PROGRAM DIRECTOR

Emily Edmonds-Poli, PhD, Political Science and International Relations, (2014-2015)

Alejandro Meter, PhD, Languages and Literatures, (2015-2016)

AFFILIATED FACULTY

Stephen J. Conroy, PhD, School of Business

Alana Cordy-Collins, PhD, Anthropology

Esteban del Río, PhD, Communications Studies

Evelyn Díaz Cruz, MFA, Theatre Arts

Denise Dimon, PhD, School of Business

Kimberly Eherenman, PhD, Languages and Literatures

Iris Engstrand, PhD, History

Orlando Espín, PhD, Theology and Religious Studies

Michael González, PhD, History

Kevin Guerrieri, PhD, Languages and Literatures

Jerome Hall, PhD, Anthropology

Daniel López-Pérez, PhD, Architecture

Marcelle Maese-Cohen, PhD, English

Michelle Madsen Camacho, PhD, Sociology

Patricia Márquez, PhD, School of Business

Everard Meade, PhD, School of Peace Studies

Julia Medina, PhD, Languages and Literatures

Antonieta Mercado, PhD, Communication Studies

Kristin Moran, PhD, Communication Studies

Angelo Orona, PhD, Anthropology

Alma Ortega, PhD, Copley Library

Gail Pérez, PhD, English

Amanda Petersen, PhD, Languages and Literatures

Alberto López 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

Steve Tamalleo, PhD, Philosophy

Randy Willoughby, PhD, Political Science and International Relations

Íñigo Yanguas, PhD, Languages and Literatures

Requirements for the Minor

The Latin American Studies minor requires 18 units, combining panoramic and focused courses, nine units each.

1. 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.
2. 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:

HIST 360 or HIST 361	Colonial Latin America Modern Latin America	3
POLS 357 or POLS 374	Politics in Latin America U.S.-Latin American Relations	3
SPAN 304 or SPAN 360	Cultural History of Latin America 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 US-Mexico Border: Ethnicity, Race & Gender	3
HIST 362	Topics in Latin America 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
SPAN 305	Spanish for Business and Social Innovation	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	3
THRS 321	Afro-Latin Religions	3
THRS 358	Latino/a Catholicism	3

*Courses numbered 494 with significant Latin America content may also fulfill the focused course requirement, if approved by the program director.

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

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

Arranged with the consent of a faculty advisor and the program director.

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:

HIST 360 or HIST 361	Colonial Latin America Modern Latin America	3
POLS 357 or POLS 374	Politics in Latin America U.S.-Latin American Relations	3
SPAN 304 or SPAN 360	Cultural History of Latin America 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 US-Mexico Border: Ethnicity, Race & Gender	3
HIST 362	Topics in Latin America 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
SPAN 305	Spanish for Business and Social Innovation	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	3
THRS 321	Afro-Latin Religions	3
THRS 358	Latino/a Catholicism	3

*Courses numbered 494 with significant Latin America content may also fulfill the focused course requirement, if approved by the program director.

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

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

Arranged with the consent of a faculty advisor and the program director.

Liberal Studies

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 credential 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 content standards for that particular subject. Only grades of C or higher satisfy core and concentration course requirements. Only grades of B- or higher satisfy credential preparation course requirements. No courses can be taken pass/fail. The CBEST must be passed before a student can complete their admission to the credential program (SOLES). The LBST 400 course includes the capstone requirement for the program and should be taken within the last 30 units and after completion of the advanced writing course ENGL 304W. The CSET must be passed prior to student teaching.

Students are urged to declare the Liberal Studies major as soon as possible to ensure rapid and efficient progress through the degree. It is important to complete these courses in the freshman year, or as soon as possible: LBST 200, ENGL 122 and MATH 115. In order to complete credential requirements successfully, students should apply to the teacher credential program in the second semester of the sophomore year.

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 graduation requirements are met in a timely manner. Upon admission to the teacher credential program, students should meet regularly with their Credential Program Advisor in the School of Leadership and Education Sciences.

A Liberal Studies major can graduate without completing the credential coursework, as long as they meet all Liberal Studies core and concentration requirements as well as all other university graduation requirements.

Liberal studies majors are encouraged to save all major assignments and exams completed in core, concentration and credential courses for possible inclusion in their capstone project and credential portfolios.

PROGRAM DIRECTOR

Kay Etheridge, DMA

ACADEMIC ADVISORS

Margaret Daley, PHD, Chemistry

Lynn Mcgrath, PHD, Mathematics

Liberal Studies Course Requirements: CORE (73-85 units)

The following core courses are designed especially for Liberal Studies majors to assist in passing the CSET (California Subject Matter Competency) Exam. These courses also satisfy the general core requirements for the bachelor's degree.

Liberal Studies

LBST 200	Foundations in Liberal Studies (Fall only)	3
----------	--	---

LBST 400 Senior Seminar in Liberal Studies (Must be taken within last 30 units of coursework) 3

Written Literacy

ENGL 122 Composition and Literature for Educators 3

ENGL 304W Advanced Composition 3

Mathematical Competency

MATH 115 College Algebra 3

MATH 200 Mathematical Concepts for Elementary Teachers I (Fall only) 3

MATH 300 Mathematical Concepts for Elementary Teachers II (Spring only) 3

Logic

PHIL 101 Introduction to Logic (recommended for students whose concentration is in Mathematics) 3

or MATH 160 Logic for Mathematics and Computer Science

Second Language

Students must demonstrate third semester competency through coursework or examination 0-9

Natural Sciences

CHEM/PHYS 105 Physical Sciences for K-8 teachers (Fall only) 3

BIOL 110 Life Science for Educators (Spring only) 3

Select one of the following: 4

ENVI 104 Natural Disasters

ENVI 110 Introduction to Earth Systems

Social Sciences

Must met general core requirements from two different disciplines

Select two of the following:¹ 6

ANTH 101 Introduction to Biological Anthropology

ANTH 102 Introduction to Cultural Anthropology

ANTH 103 Introduction to Archaeology

COMM 101 Introduction to Human Communication

COMM 130 Introduction to Media Studies

ECON 101 Principles of Microeconomics

ECON 102 Principles of Macroeconomics

POLS 100 Power and Justice

ETHN 100D Intro to Ethnic Studies

PSYC 101 Introductory Psychology

Philosophy

PHIL 341 Ethics and Education (Fall only) 3

Select one of the following: 3

Not Logic/Ethics

PHIL 110 Introduction to Philosophy

PHIL 111 Philosophy of Human Nature

PHIL 112 Philosophy and Literature

PHIL 114 Philosophy and Technology

PHIL 175 Asian Philosophy

PHIL 270 History of Ancient Philosophy

PHIL 271 History of Medieval Philosophy

PHIL 272 History of Classical Modern Philosophy

PHIL 273 Contemporary Anglo-American Philosophy (3)

PHIL 274 Twentieth Century Continental Philosophy

PHIL 276 American Philosophy

PHIL 410 Metaphysics

PHIL 411 Philosophy of Knowledge

PHIL 412 Philosophy of God

PHIL 413 Philosophy of Mind

PHIL 414 Philosophy of Language

PHIL 415 Philosophy of Natural Science

PHIL 461 Philosophy of Law

PHIL 462 Political Philosophy

PHIL 467 Studies in Renaissance Philosophy

PHIL 470 Studies in Ancient Philosophy

PHIL 471 Studies in Medieval Philosophy

PHIL 472 Studies in Modern European Philosophy

PHIL 473 Contemporary Anglo-American Philosophy

PHIL 474 Studies in Contemporary Continental Philosophy

PHIL 475 Studies in Process Philosophy

PHIL 476 Studies in Asian Philosophy

PHIL 480 Philosophy of Art

PHIL 481 Philosophy of Education

PHIL 483 Philosophy of Social Sciences

Humanities and the Fine Arts

HIST 117 U.S. History to 1870 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

¹ Must meet general core requirements from two different disciplines.

Concentrations in Liberal Studies (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.

Arts-Visual

Select three of the following courses: 9

ARTV 101 Fundamentals of Drawing

ARTV 103 Design Foundations

ARTV 105 Introduction to Sculpture

ARTV 108 Introduction to Video Art

ARTV 160 Photography

Select two of the following courses: 6

ARTV 300 Visual Communications

ARTV 302 Intermediate Drawing

ARTV 304 Introduction to Printmaking/Book Arts

ARTV 308 Video Art: Site and Screen

ARTV 320 Video Art: The Cinematic

ARTV 328 Fundamentals of Painting

ARTV 344 Figure Drawing

ARTV 353 Color Photography

ARTV 354 Photo Strategies

ARTV 361 Advanced Photography

ARTV 362 Portraits in Photography

ARTV 369 Intermediate / Advanced Sculpture

ARTV 370	Designing for Social Space	
ARTV 371	Sculpture / Landscape	
ARTV 382	Public Art Studio Seminar	
ARTV 401	Advanced Visual Communications	
ARTV 420	Digital Audio Composition	
ARTV 429	Intermediate/Advanced Painting	

Communication Studies

COMM 203	Public Speaking (Required)	3
COMM 101	Introduction to Human Communication	3
or COMM 130	Introduction to Media Studies	
Select three courses from below.		9

NOTE: The following themes help organize student choices when they speak with the academic advisor, but are not intended to be required or exclusive. Liberal Studies majors can satisfy the concentration with any upper division communication course.

Thematic Courses:

Media Literacy

COMM 330	Media Processes And Effects	3
COMM 422	Family Business Communication	3
COMM 462	Political Communication	3
COMM 463	Communication and Sports	3
COMM 482	Children and Media (Recommend completion of COMM 130 and COMM 330 before enrolling)	3
COMM 483	Teens and Popular Culture (Recommend completion of COMM 130 and COMM 330 before enrolling)	3

Multicultural Awareness

COMM 326	Nonverbal Communication	3
COMM 336	Communication Criticism	3
COMM 338	Media and Conflict	3
COMM 380	International Media	3
COMM 445	Gender Communication	3
COMM 432	Film and Cultural Politics (Recommend completion of COMM 336 before enrolling)	3
COMM 433	American Independent Cinema (3)	3
COMM 475	Intercultural Communication (Recommend completion of COMM 300 before enrolling)	3
COMM 480	Advanced Topics in International Media	3
COMM 488	Global Team Development	3

Strategic Communication

COMM 300	Communication Theory	3
COMM 325	Interpersonal Communication	3
COMM 350	Small Group Communication	3
COMM 353	Organizational Communication	3
COMM 370	Rhetorical Theory	3
COMM 403	Advanced Public Speaking	3
COMM 455	Interviewing and Negotiating: Principles and Practices	3
COMM 460	Persuasion and Propaganda	3

History

Select one of the following:		3
HIST 102	The Ancient World	
HIST 103	The Medieval World	
HIST 108	The Atlantic World 1500-1800	

HIST 109	The Pacific World, 1500-1800	
Select one of the following:		3
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 347	Topics in Modern Europe	
HIST 358	Topics in Modern World History	

Select two of the following:		6
HIST 359	Modern Middle East	
HIST 360	Colonial Latin America	
HIST 361	Modern Latin America	
HIST 364	Topics in Asian History	
HIST 365	History of China	
HIST 366	History of Japan	
HIST 368	History of Africa	
HIST 384	History of Mexico	

Life Science

Prerequisite/Required:		
BIOL 190	Introduction to Evolution	3
BIOL 221	Introduction to Organismal Diversity	3
BIOL 221L	Introduction to Organismal Diversity Lab	1
BIOL 225	Introduction to Cell Processes	3
BIOL 225L	Introduction to Cell Processes Laboratory	1

Select one of the following:		3
BIOL 344	Plant Systematics and Evolution	
BIOL 346	Vertebrate Natural History	
BIOL 350	Invertebrate Zoology	
BIOL 361	Ecological Communities of San Diego County	

Literature

Required:		
ENGL 222	Poetry	3
ENGL 358	United States Ethnic Literature	3
Select two of the following:		6

ENGL 348	Nineteenth Century Novel	
ENGL 356	United States Fiction 1900-1940	
ENGL 357	Modern United States Literature	
ENGL 359	Modern United States Fiction	
ENGL 360	Modern Poetry	
ENGL 362	Modern Drama	
ENGL 364	Postcolonial Studies	
ENGL 366	Modern European Literature	
ENGL 368	Modern British Literature	
ENGL 374	Gender and Literature	

Marine Science

Required:		
ENVI 121	Life in the Ocean	4
ENVI 331W	Coastal Environmental Science	4
MARS 220	Introduction to Physical Oceanography	4

Mathematics

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
Select two of the following:		6
COMP 150	Computer Programming I	
MATH 112	Investigations in Modern Mathematics	
MATH 151	Calculus II	
MATH 160	Logic for Mathematics and Computer Science	
MATH 320	Linear Algebra (MATH 151 is a prerequisite)	

Multicultural Studies (15 units)

Sociology

Prerequisite:		
SOCI 101D	Introduction to Sociology	3
Select one of the following:		3
SOCI 311	Sociology of Families	
SOCI 370D	Race and Ethnic Relations	

Anthropology

Required:		
ANTH 102	Introduction to Cultural Anthropology	3
Optional for 3 additional units:		
ANTH 320	North American Indian Cultures	
ANTH 323D	Southwest Indian Cultures	
ETHN 321C	African American Panethnicity	
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
ANTH 370	Indigenous Religions	
ANTH 380	Cultural Diversity	3

Ethnic Studies

Required:		
Optional for 3 additional units:		
ETHN 100D	Intro to Ethnic Studies	
ETHN 220D	Introduction To African-American Studies (3)	
ETHN 230D	Introduction To American Indian Studies (3)	
Upper-division choices may be possible in consultation with the concentration coordinator.		
ETHN 250D	Introduction To Asian American Studies (3)	

Music (15 units)

Theory/Composition

MUSC 120	Fundamentals of Music Theory	3
----------	------------------------------	---

History/Culture

Select two of the following:		6
MUSC 101D	American Music	
MUSC 102D	Jazz	
MUSC 109	Introduction to Sound Arts	
MUSC 130	Music in Society	
MUSC 140	Music in World Cultures	
MUSC 420	Digital Audio Composition	

Performance Studies and Ensembles

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 154	Opera Workshop	1
MUSC 155	Jazz Ensemble	1
MUSC 157	Gamelan Ensemble	1
MUSC 158	Mariachi Ensemble	1
MUSC 160	Piano	1
MUSC 161	Voice	1
MUSC 162	Strings-Violin	1
MUSC 163	Viola	1
MUSC 164	Violoncello	1
MUSC 165	Strings-Double Bass	1
MUSC 166	Woodwinds-Flute/Piccolo	1
MUSC 167	Woodwinds-Oboe/English Horn	1
MUSC 168	Woodwinds-Clarinet/Bass Clarinet	1
MUSC 169	Woodwinds-Bassoon/Contrabassoon	1
MUSC 170	Woodwinds-Saxophone	1
MUSC 171	Brass-Horn	1
MUSC 172	Brass-Trumpet	1
MUSC 173	Brass-Trombone/Tuba	1
MUSC 174	Percussion	1
MUSC 175	Harp	1
MUSC 176	Early Music Performance Practice (winds)	1
MUSC 177	Early Music Performance Practice (strings)	1
MUSC 178	Guitar	1
MUSC 179	Pipe Organ/Harpsichord	1
MUSC 180	Conducting	1
MUSC 181	Improvisation	1-3
MUSC 205	Class Piano II	1

Other choices may be possible in consultation with the concentration coordinator.

Psychology

Required (6 units)		
PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psych	3
Required (3 units)		
PSYC 314	Developmental Psychology: Childhood and Adolescence	3
Electives		
Select two of the following:		6
PSYC 322	Social Psychology	
PSYC 324D	Cross-Cultural Psychology	
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 355	Abnormal Psychology	
PSYC 354	Behavior Disorders of Childhood	
PSYC 357	Health Psychology	
PSYC 359D	Health Psychology of Women and Ethnic Groups	

Spanish Language and Latin American Cultures (recommended for Bi-Lingual Authorization)

Required/Prerequisite:		
ANTH 102	Introduction to Cultural Anthropology	3
History		
Required:		

HIST 383	Chicano History	3
----------	-----------------	---

Spanish

Required:

SPAN 301	Advanced Grammar and Composition	3
----------	----------------------------------	---

SPAN 303	Introduction To Cultural Analysis	3
----------	-----------------------------------	---

SPAN 304	Cultural History of Latin America	3
----------	-----------------------------------	---

Theatre

Required:

THEA 230	Acting I	3
----------	----------	---

Choose one:

THEA 220	Fundamentals of Theatrical Design	3
----------	-----------------------------------	---

THEA 302	Acting II	3
----------	-----------	---

Select one additional course from the following: ¹		3
---	--	---

THEA 220	Fundamentals of Theatrical Design	
----------	-----------------------------------	--

THEA 302	Acting II	
----------	-----------	--

THEA 303	Costume Construction	
----------	----------------------	--

THEA 320	Scenic Design	
----------	---------------	--

THEA 330	Costume Design	
----------	----------------	--

THEA 340	Voice and Speech	
----------	------------------	--

THEA 350	Movement for Actors	
----------	---------------------	--

THEA 360W	Theatre History	
-----------	-----------------	--

THEA 365W	Playwriting	
-----------	-------------	--

THEA 369	Contemporary Theatre	
----------	----------------------	--

THEA 375C	Theatre and Community	
-----------	-----------------------	--

THEA 435	Acting III	
----------	------------	--

THEA 445	Producing and Directing	
----------	-------------------------	--

THEA 455	Stage Management	
----------	------------------	--

THEA 494	Special Topics in Theatre	
----------	---------------------------	--

¹ Some upper division courses may have prerequisites

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 (~ 10 practicum hours)	3
-----------	--	---

EDUC 382	Psychological Foundations of Education in a Diverse Society (~ 8 observation hours)	3
----------	---	---

Methods Block

must be completed before beginning Student Teaching; candidates must be admitted to the credential program.

EDUC 383P	Methods of Teaching Reading and Language Arts in Elementary (50 hour practicum)	3
-----------	---	---

EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts (20 hours)	3
-----------	--	---

EDUC 385P	Elementary Curriculum and Methods for Global Classrooms (50 hour practicum)	6
-----------	---	---

EDSP 389	Healthy Environments and Inclusive Education in a Global Society (5 hours)	3
----------	--	---

Student Teaching Block

(courses taken concurrently)

EDUC 490P	Student Teaching for the Multiple Subject Credential (full-day, full-time assignment in K-12 school)	9
-----------	--	---

EDUC 490S	Student Teaching Seminar for 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	Healthy Environments and Inclusive Education in a Global Society	3
----------	--	---

ENGL 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
----------	--	---

EDSP 374	Global Perspectives and Foundations in SPED (Fall only)	3
----------	---	---

EDSP 379	Legal Ethical & Professional Practices in Diverse Society (Intersession only)	2
----------	---	---

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 Special in Education (Spring only)	3
----------	--	---

EDSP 371	Positive Behavior and Instruction Management in SPED (SS August)	3
----------	--	---

EDSP 372	Language Variance and Assistive Technology (Spring only)	3
----------	--	---

EDSP 375P	Evidenced Based Inclusive Practices Mild/Moderate 5-22 (Spring semester only)	3
-----------	---	---

Methods Block General Education Multiple Subject Content Coursework

EDUC 375P	Inclusive Curricula for Learners 5-22 (Fall semester only)	3
EDUC 383P	Methods of Teaching Reading and Language Arts in Elementary ([50 hours field work] Fall, Spring)	3
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts ([20 hours field work] Fall, Spring)	3

Student Teaching Block

(courses taken concurrently)

EDSP 490P	Student Teaching Mild to Moderate Disabilities (Full day - Fall, Spring)	6
-----------	--	---

Recommended Program of Study, Liberal Studies

Freshman Year

Semester I

		Hours
LBST 200	Foundations in Liberal Studies	3
MATH 115	College Algebra	3
CHEM 105 or PHYS 105	Physical Sciences for K-8 teachers (Fall only) Physical Sciences for K-8 Teachers	3
	Elective LD THRS (3) ¹	3
LANG 101 ¹	1st Semester Language	3
HIST 117 ¹	U.S. History to 1870	3
	Meet with Credential Program Advisor-Dr. Nancy Hanssen (SOLES)	

Semester II

THEA 155	Theatre in Education	3
PHIL 101 ¹	Introduction to Logic	3
BIOL 110	Life Science for Educators (Spring only)	3
ENGL 122	Composition and Literature for Educators	3
LANG 102 ¹	Second Semester Language	3
	Elective Social Science (3) ¹	3

Take CBEST

Sophomore Year

Semester I

	Elective LD THRS (3) ¹	3
MATH 200	Mathematical Concepts for Elementary Teachers I (Fall Only)	3
LANG 201 ¹	Third Semester Language	3
	PHIL LD elective (3) ¹	3
	Select one from the following: ¹	4

ENVI 104 Natural Disasters

ENVI 110 Introduction to Earth Systems

Apply to the SOLES Credential Program

Semester II

ENGL 318	Development of the English Language	3
----------	-------------------------------------	---

MATH 300	Mathematical Concepts for Elementary Teachers II (Spring only)	3
EDUC 381C	Multicultural and Philosophical Foundations in a Global Society	3
	THRS UD elective (3)	3
ENGL 231	Children's Literature (Spring only)	3
	Concentration (3)	3

Junior Year

Semester I

EDUC 382	Psychological Foundations of Education in a Diverse Society	3
PHIL 341	Ethics and Education (Fall only)	3
ARTV 350	Art Fundamentals (Fall only)	3
	Elective Social Science ¹	3
	Concentration	3
MUSC 200	Comprehensive Musicianship for Educators	3

Semester II

EDUC 381C	Multicultural and Philosophical Foundations in a Global Society	3
HIST 389	History of California	3
ENGL 304W	Advanced Composition	3
	Concentration	3
	Concentration	3
	CSET Testing	

Senior Year

Semester I

LBST 400	Senior Seminar in Liberal Studies	3
	Concentration	3
EDUC 381C	Multicultural and Philosophical Foundations in a Global Society	3
EDUC 383P	Methods of Teaching Reading and Language Arts in Elementary	3
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDUC 385P	Elementary Curriculum and Methods for Global Classrooms	6
EDSP 389	Healthy Environments and Inclusive Education in a Global Society	3
	CSET Testing	

Semester II

EDUC 490P	Student Teaching for the Multiple Subject Credential	9
	Student Teaching &	
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential	3
	Seminar	

¹ May petition to take at a community college; one of these courses must satisfy the "D" requirement. To avoid taking 18 units per semester, students must take one or more summer school courses.

Courses

LBST 200 | FOUNDATIONS IN LIBERAL STUDIES

Units: 3

This course provides an overview of the teaching profession and explores a variety of issues relating to the modern classroom and student success. The course offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society in addition to background knowledge in the organizational structure of schools. Topics broadly explore the purposes of schools in society and what knowledge, dispositions, and performances required to be an effective teacher today. Other topics may include academic policies and procedures; parents and community involvement in education; the role of technology in the classroom; study skills and content specifications and standards.

LBST 400 | SENIOR SEMINAR IN LIBERAL STUDIES

Units: 3

Prerequisites: LBST 200

The Liberal Studies major culminates in a capstone seminar in which the student will meaningfully connect the concentration area to course work taken and complete a semester-long research project. The student will demonstrate the ability 1) to reason and write clearly and analytically; 2) to comprehend writings on key questions and complex problems in the education field from an interdisciplinary perspective; and 3) to reflect upon his/her educational experiences in the concentration area and on his/her role as future educator. Each student will create an interdisciplinary research project that exemplifies an ability to integrate several disciplines (one of which must include the area of concentration) to examine a complex issue, problem, or phenomenon. One or more class presentations are typically required in addition to a substantial written work.

Mathematics

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 than 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.

CHAIR

Eric Jiang, PhD

AREA COORDINATOR

Lukasz Pruski, PhD

Faculty

Dwight R. Bean, PhD

Jane E. Friedman, PhD

John Glick, PhD

Jennifer Gorsky, PhD

Diane Hoffoss, PhD

Stacy Langton, PhD

Luby Liao, PhD

Lynn McGrath, PhD

Perla Myers, PhD

Cameron Parker, PhD

Jack W. Pope, PhD

Lukasz Pruski, PhD

Amanda Ruiz, PhD

Michael Shulman, PhD

Ani Velo, PhD

Mathematics Major

Preparation for the Major

COMP 150	Computer Programming I	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 160	Logic for Mathematics and Computer Science ¹	3
MATH 250	Calculus III	4
PHYS 270	Introduction to Mechanics	3
Select one of the following:		3
COMP 151	Computer Programming II	
PHYS 271	Introduction to Electricity and Magnetism	
ECON 380	Advanced Economic Theory	

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	Linear Algebra	3
Select one of the following:		3
MATH 350	Probability	
MATH 361	Real Analysis II	
MATH 380	Geometry	
MATH 360	Real Analysis I	
MATH 375	Algebraic Systems	

or MATH 385 Topology

Select 12 units of upper division mathematics electives ³ 12

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	Computer Programming I	3
MATH 115	College Algebra (or pass the Level 2 placement exam)	3
MATH 120	Introduction to Statistics	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 160	Logic for Mathematics and Computer Science ¹	3
MATH 250	Calculus III	4
PHYS 270	Introduction to Mechanics	3

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	Seminar in Teaching Mathematics	2
MATH 320	Linear Algebra	3
MATH 325W	History of Mathematics	3
MATH 350	Probability	3
MATH 360	Real Analysis I	3
MATH 375	Algebraic Systems	3
MATH 380	Geometry	3
MATH 405	Advanced Perspective on High School Mathematics	3

Select 6 units of upper-Division Mathematics Electives (chosen from courses numbered 300 or above except for MATH 300.) ¹ 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.

Recommended Program of Study, Mathematics

Freshman Year

Semester I		Hours
Preceptorial		
COMP 150	Computer Programming I	3
MATH 150	Calculus I	4
MATH 118	Essentials of Trigonometry (if needed)	1
CC		6
Semester II		
MATH 151	Calculus II	4
MATH 160	Logic for Mathematics and Computer Science	3
PHYS 270	Introduction to Mechanics	3
CC		3 or 6

Sophomore Year

Semester I		
MATH 250	Calculus III	4
COMP 151	Computer Programming II	3
or PHYS 271	Introduction to Electricity and Magnetism	
CC		6-9

Semester II		
MATH 320	Linear Algebra	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

Recommended Program of Study Mathematics, Applied Emphasis

Freshman Year

Semester I		Hours
Preceptorial		3
MATH 150	Calculus I	4
MATH 118	Essentials of Trigonometry (if needed)	1
CC		9

Semester II		
MATH 151	Calculus II	4
PHYS 270	Introduction to Mechanics	3
MATH 160	Logic for Mathematics and Computer Science	3
CC		3-6

Sophomore Year

Semester I		
MATH 250	Calculus III	4
COMP 150	Computer Programming I	3
CC and electives		9

Semester II		
MATH 320	Linear Algebra	3
COMP 151	Computer Programming II	3
CC and electives		9-12

Junior Year		
Semester I		
MATH 330	Ordinary Differential Equations	3
MATH 350	Probability	3

CC, Minor, and electives

Semester II

Upper-Division MATH

CC, Minor, and electives

Senior Year

Semester I

MATH 445 Mathematical Modeling

MATH 495W Senior Project A

Upper-Division MATH

CC, Minor, and electives

Semester II

MATH 496W Senior Project B

Upper-Division MATH

CC, Minor, and electives

Recommended Program of Study Mathematics, Secondary Education Emphasis

Freshman Year

Semester I

Preceptorial

MATH 115 College Algebra
or 150 Calculus I

MATH 118 Essentials of Trigonometry (if needed)

CC

Semester II

MATH 120 Introduction to Statistics

MATH 150 Calculus I
or 151 Calculus II

COMP 150 Computer Programming I

CC

Sophomore Year

Semester I

MATH 151 Calculus II
or 250 Calculus III

MATH 160 Logic for Mathematics and Computer Science

MATH 305 Seminar in Teaching Mathematics

CC and electives

Semester II

MATH 250 Calculus III

MATH 320 Linear Algebra

PHYS 270 Introduction to Mechanics

CC, SOLES, and electives

Junior Year

Semester I

Upper-Division MATH

CC, SOLES, and electives

Semester II

Upper-Division MATH

CC, SOLES, and electives

Senior Year

Semester I

9-12

Upper-Division MATH

CC, SOLES, and electives

6

Semester II

9-12

Upper-Division MATH

CC, SOLES, Minor, and electives

3

Applied Emphasis

The mathematics department also offers a major in mathematics with an applied emphasis.

Preparation for the Major

COMP 150	Computer Programming I	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 160	Logic for Mathematics and Computer Science ¹	3
MATH 250	Calculus III	4
PHYS 270	Introduction to Mechanics	3

Major Requirements

For the mathematics major with applied emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

MATH 320	Linear Algebra	3
MATH 330	Ordinary Differential Equations	3
MATH 340	Numerical Analysis I	3
MATH 350	Probability	3
MATH 445	Mathematical Modeling	3
MATH 495W	Senior Project A	1
MATH 496W	Senior Project B	2
Two Upper-Division Electives ²		6
Select two of the following:		6
MATH 331	Partial Differential Equations	
MATH 341	Numerical Analysis II	
MATH 351	Mathematical Statistics	
MATH 360	Real Analysis I	
MATH 365	Complex Function Theory	

One additional upper division elective ³ 3

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 or the mathematics program coordinator.

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 or the mathematics program coordinator..

Hours

3

3

1

9

3

4

3

6

4

3

2

4

3

3

6-9

6

9-12

6

9-12

- ¹ Students are encouraged to complete MATH 160 before taking MATH 320. 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 PHIL 102.
- ² Students planning to go to graduate school are advised to take MATH 360.
- ³ chosen from courses numbered 300 or above except for MATH 300, MATH 305, MATH 405 and MATH 498

The Mathematics Minor

Students may obtain a minor in mathematics by completing 18 units of mathematics course work. These units must include:

6 units of upper division work		6
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 160	Logic for Mathematics and Computer Science	3
or MATH 250	Calculus III	

Mathematics Courses (MATH)

MATH 090 | INTERMEDIATE ALGEBRA

Units: 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

Units: 3

Prerequisites: MATH 090 or Passing the appropriate departmental placement test within the previous year

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. Prereq: MATH 090 or equivalent with a grade of C– or better, or pass Level 1 mathematics placement exam.

MATH 115 | COLLEGE ALGEBRA

Units: 3

Prerequisites: Passing the appropriate departmental placement test within the previous year or MATH 090

Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. Prereq: MATH 090 or equivalent with a minimum grade of C–, or pass Level 1 mathematics placement exam.

MATH 118 | ESSENTIALS OF TRIGONOMETRY

Units: 1

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions.

MATH 120 | INTRODUCTION TO STATISTICS

Units: 3

Prerequisites: MATH 115

Probability as a mathematical system, random variables and their distributions, confidence intervals, hypothesis testing, and other topics in statistical inference.

MATH 130 | SURVEY OF CALCULUS

Units: 3

Prerequisites: Passing the appropriate departmental placement test within the previous year or MATH 115

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. Prereq: MATH 115 with a grade of C– or better, or pass Level 2 mathematics placement exam.

MATH 150 | CALCULUS I

Units: 4

Prerequisites: Passing the appropriate departmental placement test within the previous year or MATH 115

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references. Prereq: 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

Units: 4

Prerequisites: MATH 150

Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references. Prereq: MATH 150 with a grade of C– or better.

MATH 160 | LOGIC FOR MATHEMATICS AND COMPUTER SCIENCE

Units: 3

Prerequisites: MATH 115 or Passing the appropriate departmental placement test within the previous year

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. Prereq: MATH 115, or pass Level 2 placement exam. This course satisfies the logic core curriculum requirement.

MATH 200 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS I

Units: 3

Prerequisites: MATH 115

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. Prereq: MATH 115 with a grade of C– or better.

MATH 250 | CALCULUS III

Units: 4

Prerequisites: MATH 151

Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references. Prereq: MATH 151 with a grade of C– or better.

MATH 300 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS II**Units: 3**

Prerequisites: MATH 200

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. Prereq: MATH 200 with a grade of C- or better.

MATH 305 | SEMINAR IN TEACHING MATHEMATICS**Units: 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**Units: 3**

Prerequisites: MATH 151

Matrix algebra, ordinary differential equations, and operational techniques. Prereq: 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**Units: 3**

Prerequisites: MATH 250 and MATH 310

Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis. Prereq: 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**Units: 3**

Prerequisites: MATH 250

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.

MATH 320 | LINEAR ALGEBRA**Units: 3**

Prerequisites: MATH 151

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. Prereq: MATH 151 with a grade of C- or better. It is recommended that students take MATH 160 before taking MATH 320.

MATH 325W | HISTORY OF MATHEMATICS**Units: 3**

Prerequisites: MATH 250

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. Prereq: MATH 250 with a grade of C- or better.

MATH 330 | ORDINARY DIFFERENTIAL EQUATIONS**Units: 3**

Prerequisites: MATH 250

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications. Prereq: MATH 250 with a grade of C- or better.

MATH 331 | PARTIAL DIFFERENTIAL EQUATIONS**Units: 3**

Prerequisites: MATH 330

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prereq: MATH 330 with a grade of C- or better.

MATH 340 | NUMERICAL ANALYSIS I**Units: 3**

Prerequisites: MATH 151 and COMP 150

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. Prereq: MATH 151 with a grade of C- or better and COMP 150 with a grade of C- or better. Cross-listed as COMP 340.

MATH 341 | NUMERICAL ANALYSIS II**Units: 3**

Prerequisites: MATH 250 and MATH 320 and MATH 330 (Can be taken Concurrently) and MATH 340

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prereq: MATH 250, 320, 330 (may be taken concurrently), and 340, all with a grade of C- or better. Cross-listed as COMP 341.

MATH 350 | PROBABILITY**Units: 3**

Prerequisites: MATH 250

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, and central limit theorem.

MATH 351 | MATHEMATICAL STATISTICS**Units: 3**

Prerequisites: MATH 350

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prereq: MATH 350 with a grade of C- or better.

MATH 355 | COMBINATORICS**Units: 3**

Prerequisites: MATH 151 and MATH 160

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. Prereq: MATH 151 with a grade of C- or better and MATH 160 with a grade of C- or better.

MATH 360 | REAL ANALYSIS I**Units: 3**

Prerequisites: MATH 160 and MATH 250

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. Prereq: MATH 160 with a grade of C- or better and MATH 250 with a grade of C- or better.

MATH 361 | REAL ANALYSIS II**Units: 3**

Prerequisites: MATH 360

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. Prereq: MATH 360 with a grade of C- or better.

MATH 365 | COMPLEX FUNCTION THEORY**Units: 3**

Prerequisites: MATH 160 and MATH 250

Analytic function theory; power series, analytic continuation, conformal mapping, and applications. Prereq: MATH 160 with a grade of C- or better and MATH 250 with a grade of C- or better.

MATH 370 | THEORY OF NUMBERS**Units: 3**

Prerequisites: MATH 151 and MATH 160

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. Prereq: MATH 160 with a grade of C- or better and MATH 151 with a grade of C- or better.

MATH 375 | ALGEBRAIC SYSTEMS**Units: 3**

Prerequisites: MATH 151 and MATH 160

An introduction to groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and applications of these systems to other branches of mathematics. Prereq: MATH 160 with a grade of C- or better and MATH 151 with a grade of C- or better.

MATH 380 | GEOMETRY**Units: 3**

Prerequisites: MATH 160 and MATH 250

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. Prereq: MATH 160 with a grade of C- or better and MATH 250 with a grade of C- or better.

MATH 385 | TOPOLOGY**Units: 3**

Prerequisites: MATH 160 and MATH 250

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness. Prereq: MATH 160 with a grade of C- or better and MATH 250 with a grade of C- or better.

MATH 388 | MATHEMATICAL LOGIC**Units: 3**

Prerequisites: MATH 160 and MATH 151

Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic. Prereq: MATH 160 with a grade of C- or better and MATH 151 with a grade of C- or better.

MATH 395 | MATHEMATICAL PROBLEM SOLVING SEMINAR**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 151

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.)

MATH 405 | ADVANCED PERSPECTIVE ON HIGH SCHOOL MATHEMATICS**Units: 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**Units: 3**

Prerequisites: MATH 250 and MATH 320 and MATH 330

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. Prereq: MATH 250 with a grade of C- or better, MATH 320 with a grade of C- or better and MATH 330 with a grade of C- or better.

MATH 494 | SPECIAL TOPICS**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 250

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor. Prereq: MATH 250 with a grade of C- or better.

MATH 495W | SENIOR PROJECT A**Units: 1**

Prerequisites: MATH 445 (Can be taken Concurrently)

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.

MATH 496W | SENIOR PROJECT B**Units: 2**

Prerequisites: MATH 495W

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. Prereq: MATH 495W with a grade of C- or better.

MATH 498 | INTERNSHIP**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Student reading and research in selected special topics; student presentations. May be repeated for credit once with a different topic.

Medieval and Renaissance Studies

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.

Coordinator

Stefan Vander Elst, PhD

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

HIST 103	The Medieval World	3
Select 1 course from the following:		3
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 1500-1800	
HIST 109	The Pacific World, 1500-1800	
PHIL 271	History of Medieval Philosophy	
THRS 116	Introduction to Biblical Studies	

Upper Division

Select 4 courses from the following:		12
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	Medieval Studies	
ENGL 314	Chaucer	
ENGL 324	Renaissance Drama	
ENGL 326	Renaissance Studies	
ENGL 328	Milton	
ENGL 332	Restoration and Eighteenth Century Studies	
ENGL 334	Restoration & 18th Century Drama	
ENGL 420	Advanced Studies in Shakespeare	
FREN 320	Survey of French Literature I: Middle Ages to 18th Century	
HIST 321	The Fall of the Roman Empire	
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450	
HIST 323	Medieval Woman	
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 to 1850
MUSC 330	Music History I: Antiquity-1600 (Eurpidies-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 de la Mancha
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

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, or they may select the general music degree program. 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 the annual Mariachi Showcase and annual choral, concerto, and chamber music festivals.

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/culture, and solo and ensemble performance. Music majors choose a General Music Major or a Music Major with Emphasis.

CHAIR

David Harnish,, PhD

Faculty

Christopher Adler, PhD

Emilie Amrein, DMA

Kay Etheridge, DMA

Marianne Richert Pfau, PhD

Ronald Shaheen, PhD

Angela Yeung, PhD

Preparation for the Major

All majors are required to complete the following courses (26 units):

Theory/Composition

MUSC 120	Fundamentals of Music Theory	3
MUSC 205	Class Piano II	1
MUSC 210	Aural Skills I	1
MUSC 211	Aural Skills II	1
MUSC 220	Harmony I	3
MUSC 221	Harmony II	3

History/Culture

MUSC 130	Music in Society	3
Select one of the following:		3
MUSC 101D	American Music	
MUSC 102D	Jazz	
MUSC 103	Music for the Stage	
MUSC 109	Introduction to Sound Arts	
MUSC 140	Music in World Cultures	

Performance

Four semesters of individual music lessons (main instrument or voice); and
Four semesters of a performance ensemble, to be chosen from the following:

MUSC 150 & MUSC 350	Chamber Music Ensembles and Chamber Music	
MUSC 153 & MUSC 353	Concert Choir and Concert Choir	
MUSC 155 & MUSC 355	Jazz Ensemble and Jazz Ensemble	
MUSC 157 & MUSC 357	Gamelan Ensemble and Gamelan Ensemble	
MUSC 158 & MUSC 358	Mariachi Ensemble and Mariachi Ensemble	

Choral Scholars must take MUSC 152/MUSC 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 Preparation for the Major 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:

Select two of the following:

6

MUSC 330	Music History I: Antiquity-1600 (Eurpudies-Monteverdi)
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)

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 Preparation for the Major 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:

Select two courses from the following:

6

MUSC 330	Music History I: Antiquity-1600 (Eurpudies-Monteverdi)	
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)	
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)	
MUSC 420	Digital Audio Composition	3

Select two courses from the following:

6

MUSC 310	Form and Analysis
MUSC 320	Instrumentation and Contemporary Composition
MUSC 321	Counterpoint and Schenkerian Analysis
MUSC 421	Interactive Digital Music and Arts
MUSC 424	Art and the Soundscape
MUSC 494	Special Topics in Music Theory/Composition

Select two courses from the following:

6

MUSC 334	Musical Iconography: Sound and Image	
MUSC 340	Topics in World Music	
MUSC 440W	Topics in Ethnomusicology	
MUSC 444D	The Bebop Era	
MUSC 493	Special Topics in Music History	
MUSC 495	Senior Project	1

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

Select one additional upper division course in music theory:

3

MUSC 310	Form and Analysis
MUSC 320	Instrumentation and Contemporary Composition
MUSC 321	Counterpoint and Schenkerian Analysis

MUSC 424	Art and the Soundscape
MUSC 494	Special Topics in Music Theory/Composition

Composition Emphasis

Select one of the following: 1-2

MUSC 411	Composition Studio 1
MUSC 412	Composition Studio 2
& MUSC 413	and Composition Studio 3

Or substitute independent studies for each, prior to enrollment in MUSC 495 Senior Project

History/Culture Emphasis

Select one additional upper division seminar in Music History/Culture: 3

MUSC 333	Pro-Seminar in Musicology
MUSC 334	Musical Iconography: Sound and Image
MUSC 340	Topics in World Music
MUSC 440W	Topics in Ethnomusicology
MUSC 444D	The Bebop Era
MUSC 493	Special Topics in Music History

Recommended Program of Study, Music

Freshman Year

Semester I

	Hours
MUSC 120 Fundamentals of Music Theory	3
100-level History/Culture	3
1 Ensemble	1
1 Individual Lesson	1
CC or electives	6-9

Semester II

MUSC 210 Aural Skills I	1
MUSC 220 Harmony I	3
100-level History/Culture	3
1 Ensemble	1
1 Individual Lesson	1
CC or electives	6-9

Sophomore Year

Semester I

MUSC 211 Aural Skills II	1
MUSC 221 Harmony II	3
300-level History/Culture	3
1 Ensemble	1
1 Individual Lesson	1
CC or electives	6-9

Semester II

MUSC 205 Class Piano II	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 Digital Audio Composition	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 Senior Project	1
1 Ensemble	1
1 Individual Lesson	1
Electives	9-12

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	Fundamentals of Music Theory	3
MUSC 205	Class Piano II	1
MUSC 210	Aural Skills I	1
MUSC 211	Aural Skills II	1
MUSC 220	Harmony I	3
MUSC 221	Harmony II	3

History/Culture

MUSC 130	Music in Society	3
Select one course from the following:		3

MUSC 101D American Music

MUSC 102D Jazz

MUSC 103 Music for the Stage

MUSC 109 Introduction to Sound Arts

MUSC 140 Music in World Cultures

Select one course from the following: 3

MUSC 330 Music History I: Antiquity-1600 (Eurpidies-Monteverdi)

MUSC 331 Music History II: 1600-1830 (Monteverdi-Beethoven)

MUSC 332 Music History III: 1830-Present (Schubert to Philip Glass)

Performance

Two semesters of a performance ensemble, to be chosen from the following:

MUSC 150 & MUSC 350	Chamber Music Ensembles and Chamber Music
MUSC 153 & MUSC 353	Concert Choir and Concert Choir
MUSC 154 & MUSC 354	Opera Workshop and Opera Workshop
MUSC 155 & MUSC 355	Jazz Ensemble and Jazz Ensemble
MUSC 157 & MUSC 357	Gamelan Ensemble and Gamelan Ensemble
MUSC 158 & MUSC 358	Mariachi Ensemble and Mariachi Ensemble

Choral Scholars must take MUSC 152/MUSC 352

Three additional units in Music 3

The General Music Minor

Take 26 units in Music including the following courses:

Theory/Composition

MUSC 120 Fundamentals of Music Theory 3

History/Culture

MUSC 130 Music in Society 3

MUSC 140 Music in World Cultures 3

Performance

Select 2 semesters of a performance ensemble from the following:

MUSC 150 & MUSC 350	Chamber Music Ensembles and Chamber Music
MUSC 153 & MUSC 353	Concert Choir and Concert Choir
MUSC 154 & MUSC 354	Opera Workshop and Opera Workshop
MUSC 155 & MUSC 355	Jazz Ensemble and Jazz Ensemble
MUSC 157 & MUSC 357	Gamelan Ensemble and Gamelan Ensemble
MUSC 158 & MUSC 358	Mariachi Ensemble and Mariachi Ensemble

One upper division course in Theory/Composition or History/Culture 3

12 additional units in Music 12

Music Courses (MUSC)

MUSC 101D | AMERICAN MUSIC

Units: 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

Units: 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

Units: 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

Units: 1 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1 Repeatability: Yes (Can be repeated for Credit)

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 SOUND ARTS

Units: 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**Units: 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**Units: 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**Units: 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 | CHAMBER MUSIC ENSEMBLES**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 | USD SYMPHONY ORCHESTRA**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 | CHORAL SCHOLARS**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 | CONCERT CHOIR**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 | OPERA WORKSHOP**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 | JAZZ ENSEMBLE**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 | GAMELAN ENSEMBLE**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 앙klung 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 may include dance and 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 158 | MARIACHI ENSEMBLE**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

This course introduces students to a wide and rich variety of mariachi ensemble repertoire, consisting of traditional and original compositions. Students will be coached in such instruments as violin, trumpet, vihuela, guitarron, guitar and vocals, and will develop musical, technical and ensemble-playing skills. The ensemble frequently collaborates with FAMA – the USD Folkloric Dance and Mariachi Student Association – and with active mariachi ensembles in San Diego. This course fulfills one unit of the core curriculum requirement for Fine Arts. May be repeated for credit.

MUSC 160 | PIANO**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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. A fee of \$580 for performance emphasis students, and \$540 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their music courses, instrumentalists enrolled in USD Symphony or Chamber Music Ensembles, and vocalists in the Choral Scholars will have the fee for one Individual Music Lesson enrollment reimbursed each semester. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors only. Audition into the performance emphasis is required. May be repeated for credit without limit.

MUSC 161 | VOICE**Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 162 | STRINGS-VIOLIN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 163 | VIOLA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 164 | VIOLONCELLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 165 | STRINGS-DOUBLE BASS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

MUSC 166 | WOODWINDS-FLUTE/PICCOLO**Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 167 | WOODWINDS-OBOE/ENGLISH HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 168 | WOODWINDS-CLARINET/BASS CLARINET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 169 | WOODWINDS-BASSOON/CONTRABASSON****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 170 | WOODWINDS-SAXOPHONE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 171 | BRASS-HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 172 | BRASS-TRUMPET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 173 | BRASS-TROMBONE/TUBA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 174 | PERCUSSION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 175 | HARP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 176 | EARLY MUSIC PERFORMANCE PRACTICE (WINDS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 177 | EARLY MUSIC PERFORMANCE PRACTICE (STRINGS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 178 | GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 179 | PIPE ORGAN/HARPSICHORD****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 180 | CONDUCTING****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 181 | IMPROVISATION****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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. A fee of \$580 for performance emphasis students, and \$540 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their music courses, instrumentalists enrolled in USD Symphony or Chamber Music Ensembles, and vocalists in the Choral Scholars will have the fee for one Individual Music Lesson enrollment reimbursed each semester. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors only. Audition into the performance emphasis is required. May be repeated for credit without limit.

MUSC 200 | COMPREHENSIVE MUSICIANSHIP FOR EDUCATORS**Units: 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.

MUSC 205 | CLASS PIANO II**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 105 or MUSC 120

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.

MUSC 210 | AURAL SKILLS I**Units: 1**

Prerequisites: MUSC 220 (Can be taken Concurrently)

Corequisites: MUSC 220

Practical application of Harmony I; must be taken concurrently with MUSC 220.

MUSC 211 | AURAL SKILLS II**Units: 1**

Prerequisites: MUSC 221 (Can be taken Concurrently)

Corequisites: MUSC 221

Practical application of Harmony II; must be taken concurrently with MUSC 221.

MUSC 220 | HARMONY I**Units: 3**

Prerequisites: MUSC 120 (Can be taken Concurrently)

Corequisites: MUSC 210

Elementary harmony and composition; study of figured bass, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analysis.

MUSC 221 | HARMONY II**Units: 3**

Prerequisites: MUSC 220 (Can be taken Concurrently)

Corequisites: MUSC 211

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, composition in small forms, and introduction to 20th-century techniques.

MUSC 310 | FORM AND ANALYSIS**Units: 3**

Prerequisites: MUSC 221

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.

MUSC 320 | INSTRUMENTATION AND CONTEMPORARY COMPOSITION**Units: 3**

Prerequisites: MUSC 221

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.

MUSC 321 | COUNTERPOINT AND SCHENKERIAN ANALYSIS**Units: 3**

Prerequisites: MUSC 221

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.

MUSC 330 | MUSIC HISTORY I: ANTIQUITY-1600 (EURPIDIES-MONTEVERDI)**Units: 3**

Prerequisites: MUSC 130

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 .

MUSC 331 | MUSIC HISTORY II: 1600-1830 (MONTEVERDI-BEETHOVEN)**Units: 3**

Prerequisites: MUSC 130

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.

MUSC 332 | MUSIC HISTORY III: 1830-PRESENT (SCHUBERT TO PHILIP GLASS)**Units: 3**

Prerequisites: MUSC 130

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.

MUSC 333 | PRO-SEMINAR IN MUSICOLOGY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 330 or MUSC 331 or MUSC 332

Changing topics, e.g. Musical Manuscripts; Bach's Cantatas; Early Music Performance Practice; Choral Music Literature; Music and Faith. May be repeated for credit when topics change.

MUSC 334 | MUSICAL ICONOGRAPHY: SOUND AND IMAGE**Units: 3**

Musical subject matter has been depicted in visual art throughout the ages, in paintings, in sculpture, in book illuminations. This includes musical notation, musical instruments, composer portraits, images of public and domestic performances, and depictions of ritual actions with music or of spiritual life (weddings, funerals, church services, music of the spheres, the angelic consort, etc.). In this course, we will explore the nature of the music that is the subject of the artwork and will discover the appropriate musical sounds implied in the visual art. We will match each image with the historically and stylistically appropriate music, and then explore the hidden sound behind the canvas. Examples will be taken from all historical periods, from Classical Antiquity through Modernity in Art and Music.

MUSC 340 | TOPICS IN WORLD MUSIC**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 350 | CHAMBER MUSIC**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 351 | USD SYMPHONY**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 352 | CHORAL SCHOLARS**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 353 | CONCERT CHOIR**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 354 | OPERA WORKSHOP**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 355 | JAZZ ENSEMBLE**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 357 | GAMELAN ENSEMBLE**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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 may include dance and 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 358 | MARIACHI ENSEMBLE**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

This course introduces students to a wide and rich variety of mariachi ensemble repertoire, consisting of traditional and original compositions. Students will be coached in such instruments as violin, trumpet, vihuela, guitarron, guitar and vocals, and will develop musical, technical and ensemble-playing skills. The ensemble frequently collaborates with FAMA – the USD Folkloric Dance and Mariachi Student Association – and with active mariachi ensembles in San Diego. This course fulfills one unit of the core curriculum requirement for Fine Arts. May be repeated for credit.

MUSC 360 | PIANO**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

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. A fee of \$580 for performance emphasis students, and \$540 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their music courses, instrumentalists enrolled in USD Symphony or Chamber Music Ensembles, and vocalists in the Choral Scholars will have the fee for one Individual Music Lesson enrollment reimbursed each semester. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors only. Audition into the performance emphasis is required. May be repeated for credit without limit.

MUSC 361 | VOICE**Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 362 | STRING-VIOLIN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 363 | STRINGS-VIOLA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 364 | STRINGS-VIOLONCELLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 365 | STRINGS-DOUBLE BASS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 366 | WOODWINDS-FLUTE/PICCOLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 367 | WOODWINDS-OBOE/ENGLISH HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 368 | WOODWINDS-CLARINET/BASS CLARINET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 369 | WOODWINDS-BASSOON/CONTRABASSOON****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 370 | WOODWINDS-SAXOPHONE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 371 | BRASS-HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 372 | BRASS-TRUMPET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 373 | BRASS-TROMBONE/TUBA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 374 | PERCUSSION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 375 | HARP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 376 | EARLY MUSIC PERFORMANCE PRACTICE (WINDS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 377 | EARLY MUSIC PERFORMANCE PRACTICE (STRINGS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 378 | GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 379 | PIPE ORGAN/HARPSICHORD****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 380 | CONDUCTING****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****MUSC 381 | IMPROVISATION****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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. A fee of \$580 for performance emphasis students, and \$540 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their music courses, instrumentalists enrolled in USD Symphony or Chamber Music Ensembles, and vocalists in the Choral Scholars will have the fee for one Individual Music Lesson enrollment reimbursed each semester. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors only. Audition into the performance emphasis is required. May be repeated for credit without limit.

MUSC 411 | COMPOSITION STUDIO 1**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 210 and MUSC 220

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.

MUSC 412 | COMPOSITION STUDIO 2**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 211 and MUSC 221

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.

MUSC 413 | COMPOSITION STUDIO 3**Units: 1**

Prerequisites: MUSC 310 and MUSC 412

Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every Fall.

MUSC 420 | DIGITAL AUDIO COMPOSITION**Units: 3**

Prerequisites: MUSC 109 or ARTH 109

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.

MUSC 421 | INTERACTIVE DIGITAL MUSIC AND ARTS**Units: 3**

Prerequisites: MUSC 420 or ARTV 420

A workshop on the creation of interactive digital works of sound art or music using state-of-the-art hardware and software, focusing on Max/MSP/Jitter. Includes the study of theoretical, aesthetic, philosophical and historical background in computer-human interaction and the arts, basic tenets of programming, and practical exercises in programming interactive computer multimedia art. Cross-listed as ARTV 421.

MUSC 424 | ART AND THE SOUNDSCAPE**Units: 3**

Prerequisites: MUSC 109 or ARTH 109

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.

MUSC 440W | TOPICS IN ETHNOMUSICOLOGY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 444D | THE BEBOP ERA**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Changing inter-disciplinary topics, e.g. Women in Music; Music and Politics; Music and Poetry; Music Therapy; may be repeated for credit when topics change. Fulfills an upper division elective requirement in the history/culture area.

MUSC 494 | SPECIAL TOPICS IN MUSIC THEORY/COMPOSITION**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Practical experience in music management through service to a university or community performance organization. May be repeated for credit.

MUSC 499 | INDEPENDENT STUDY**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only.

Philosophy

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.

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, PHIL 460, an either PHIL 461 or PHIL 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 PHIL 102), but some will satisfy it by taking a 400-level course.

CHAIR

Michelle Gilmore Grier, PhD

Faculty

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

Michael Kelly, PhD

Rodney G. Pepper, PhD

Linda Peterson, PhD

Ann L. Pirruccello, PhD

Dennis A. Rohatyn, PhD

Steve Tammelleo, PhD

Michael F. Wagner, PhD

Lori Watson, PhD

Mark Woods, PhD

Matt Zwolinski, PhD

Major Requirements

The student must satisfy the core curriculum requirements as set forth in this course catalog and complete the following courses:

Lower Division

Select one of the following:	3
PHIL 101	Introduction to Logic
PHIL 102	Basic Symbolic Logic
PHIL 400	Intermediate Symbolic Logic
Select three of the following:	9
PHIL 270	History of Ancient Philosophy
PHIL 271	History of Medieval Philosophy
PHIL 272	History of Classical Modern Philosophy
PHIL 273	Contemporary Anglo-American Philosophy (3)
PHIL 274	Twentieth Century Continental Philosophy

Upper Division

PHIL 360	Ethical Theory	3
PHIL 321	Social Ethics	3
or PHIL 462	Political Philosophy	
Select three of the following:	9	
PHIL 410	Metaphysics	
PHIL 411	Philosophy of Knowledge	
PHIL 412	Philosophy of God	
PHIL 413	Philosophy of Mind	
9 upper division Philosophy units, at least six of which are not to be taken from the Philosophy 300 (ethics) series.	9	

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.

Recommended Program of Study, Philosophy

Freshman Year

Semester I	Hours
Preceptorial	3
CC or electives	9

Semester II

Lower-Division PHIL ¹	3
CC or electives	12

Sophomore Year

Semester I

Lower Division PHIL ¹	3
CC or electives	12

Semester II

Lower Division PHIL ¹	3
CC or electives	12
Junior Year	
Semester I	
Upper Division PHIL ²	3
Upper Division PHIL ³	3
CC or electives	9-10
Semester II	
Upper Division PHIL ²	3
Upper Division PHIL ³	3
CC or electives	9-11
Senior Year	
Semester I	
PHIL 360 Ethical Theory	3
Upper Division PHIL ²	3
CC or electives	10
Semester II	
PHIL 321 Social Ethics	3
or 462 Political Philosophy	
Upper Division PHIL ³	3
CC or electives	9-11

¹ Take one of the following: PHIL 270, PHIL 271, PHIL 272, PHIL 273, or PHIL 274.

² Take one of the following: PHIL 410, PHIL 411, PHIL 412, or PHIL 413.

³ At least six of the nine upper division PHIL units must be 400-level.

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.

Philosophy Courses (PHIL)

PHIL 101 | INTRODUCTION TO LOGIC

Units: 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

Units: 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

Units: 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

Units: 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

Units: 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

Units: 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

Units: 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

Units: 3

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus. Fall semester.

PHIL 271 | HISTORY OF MEDIEVAL PHILOSOPHY

Units: 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.

PHIL 272 | HISTORY OF CLASSICAL MODERN PHILOSOPHY

Units: 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.

PHIL 273 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY (3)

Units: 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.

PHIL 274 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY

Units: 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 post-structuralism, semiotics, and deconstructionism. Fall semester.

PHIL 276 | AMERICAN PHILOSOPHY**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

PHIL 335 | DEATH AND DYING**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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.

PHIL 360 | ETHICAL THEORY**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3**

Prerequisites: PHIL 101

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.

PHIL 461 | PHILOSOPHY OF LAW**Units: 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**Units: 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.

PHIL 467 | STUDIES IN RENAISSANCE PHILOSOPHY**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY**Units: 3**

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis), or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

PHIL 474 | STUDIES IN CONTEMPORARY CONTINENTAL PHILOSOPHY**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3**

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's Poetics, Kant's Critique of Judgement, Dewey's Art as Experience, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

PHIL 481 | PHILOSOPHY OF EDUCATION**Units: 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**Units: 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**Units: 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**Units: 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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

*Only 300 level courses – those marked with an asterisk – fulfill the core curriculum ethics requirement.

Physics

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 and chemical physics, and physics education. USD physics faculty pride themselves on collaborating with 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, teachers, computer programmers, engineers, and more.

CHAIR

Greg Severn, PhD

Faculty

Rae Anderson, PhD

Daniel P. Sheehan, PhD

Physics Major

Preparation for the Major (30 Units)

Select one of the following:

PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 271	Introduction to Electricity and Magnetism	3
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4

Major Requirements (28 Units)

The 28 units of upper division work in physics must include PHYS 314, PHYS 324, PHYS 330 and PHYS480W. In addition, students must complete 12 units of elective physics coursework at the 300 or 400 levels. The major culminates with three units of seminar and research, PHYS 493, PHYS 495, and PHYS496, normally taken in the senior year. Not all upper division courses have PHYS 272 and PHYS 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 MATH 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 PHYS 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 MATH 118 the summer preceding the freshman year. It would be possible, but difficult, to take MATH 115 and MATH 118 in the fall of the freshman year and still begin PHYS 270 in the spring of the freshman year along with MATH 150.

PHYS 314	Analytical Mechanics	3
PHYS 324	Electromagnetism	3
PHYS 330	Quantum Mechanics	3

PHYS 480W	Experimental Modern Physics	4
Students must complete 12 units of elective physics coursework at the 300 or 400 levels.		

Seminar and Research (normally taken in the senior year)

PHYS 493	Seminar I: the Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research	1-3

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	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
Select one of the following:		
8		

PHYS 136 & 136L & PHYS 137 & PHYS 137L	General Physics I and General Physics I Lab and General Physics II and General Physics II Lab	4
PHYS 270 & 270L & PHYS 271 & PHYS 271L	Introduction to Mechanics and Mechanics Lab and Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
BIOL 190	Introduction to Evolution	3
BIOL 225	Introduction to Cell Processes	3

Major Requirements (33 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	Biological Physics	3
PHYS 481W	Experimental Biophysics	4
PHYS 493	Seminar I: the Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research	1-3
PHYS 330 or CHEM 311	Quantum Mechanics Physical Chemistry I	3
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302/302L	Organic Chemistry II	3
CHEM 331	Biochemistry	3
BIOL 300	Genetics	3

Two Upper-Division Electives from BIOL, PHYS, BCHEM or MARS (subject to advisor approval)

Suggested Upper-Division Electives include:

PHYS 301	Energy and the Environment	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 324	Electromagnetism	3
BIOL 342	Microbiology	4
BIOL 432	Electron Microscopy	4
BIOL 480	Cell Physiology	3
BIOL 482	Molecular Biology	3-4
CHEM 314	Biophysical Chemistry	3
CHEM 335	Biochemistry Laboratory	3
MARS 452	Marine Geochemistry	4
MARS 473	Climatology	4
MARS 478	Boundary layer Flow	3

Recommended Program of Study, Physics

Freshman Year

Semester I	Hours
Preceptorial	3
MATH 150 Calculus I (CC or electives)	4
CC or electives	9

Semester II

MATH 151 Calculus II	4
PHYS 270 Introduction to Mechanics	3
CC or electives	7-9

Sophomore Year

Semester I

CHEM 151 General Chemistry I & 151L	4
MATH 250 Calculus III	4
PHYS 271 Introduction to Electricity and Magnetism	3
CC or electives	3-6

Semester II

CHEM 152 General Chemistry II & 152L	4
PHYS 272 Introduction to Modern Physics & 272L	4
CC or electives	7-9

Junior Year

Semester I

CHEM 152 General Chemistry II & 152L	4
Upper Division MATH	3
PHYS 314 Analytical Mechanics or 330 Quantum Mechanics	3
PHYS 324 Electromagnetism (or PHYS elective)	3
CC or electives	3

Semester II

Upper Division MATH	3
PHYS 480W Experimental Modern Physics (or PHYS elective)	4

CC or electives 3-6

Senior Year

Semester I

PHYS 314 Analytical Mechanics or 330 Quantum Mechanics	3
PHYS 324 Electromagnetism (or PHYS elective)	3
PHYS 495 Seminar II: Frontiers of Physics & PHYS 496	3
CC and electives	6-7

Semester II

PHYS 480W Experimental Modern Physics (or PHYS elective)	4
CC or electives	6-12

Recommended Program of Study, Biophysics

Freshman Year

Semester I

Semester I	Hours
MATH 150 Calculus I	4
CHEM 151 General Chemistry I & 151L	4
BIOL 190 Introduction to Evolution	3
CC or electives	3

Semester II

PHYS 270 Introduction to Mechanics & 270L	4
MATH 151 Calculus II	4
CHEM 152 General Chemistry II & 152L	4
CC or electives	3

Sophomore Year

Semester I

Select one of the following:	4
PHYS 271 Introduction to Electricity and Magnetism & 271L	
PHYS 137 General Physics II & 137L	
MATH 250 Calculus III	4
CC or electives	4

Semester II

PHYS 272 Introduction to Modern Physics & 272L	4
BIOL 225 Introduction to Cell Processes	3
CC or electives	5

Junior Year

Semester I

BIOL 300 Genetics	3
CHEM 301 Organic Chemistry I & 301L	4
PHYS 496 Research	1
CC or electives	4-7

Semester II

PHYS 340 Biological Physics	3
PHYS 496 Research	1

CHEM 302 & 302L	Organic Chemistry II	4
CC or electives		4-7
Senior Year		
Semester I		
PHYS 330 or CHEM 311	Quantum Mechanics Physical Chemistry I	3
PHYS 493	Seminar I: the Craft of Scientific Presentation	1
CHEM 331	Biochemistry	3
CC or electives		5
Semester II		
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research	2
CC or electives		6-9

The Physics Minor

The 18 units required for a minor in Physics must include:

Select either 8 units from the 270 series or units from the 136 series along with PHYS 272 & PHYS 272L

PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 137 & 137L	General Physics II and General Physics II Lab	4
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
6 additional Upper-Division Units		6

Physics Courses (PHYS)

PHYS 101 | PHYSICS AND SOCIETY

Units: 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

Units: 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

Units: 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 LAB

Units: 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

Units: 3

Prerequisites: (MATH 130 or MATH 150)

Corequisites: PHYS 136L

A study of the fundamental principles of mechanics and wave motion, sound, and heat. The course is mildly calculus-based. Three lectures and one laboratory weekly.

PHYS 136L | GENERAL PHYSICS I LAB

Units: 1

Corequisites: PHYS 136

A laboratory course which introduces the concepts and techniques of experimental physics. Laboratory periods meet every week.

PHYS 137 | GENERAL PHYSICS II

Units: 3

Prerequisites: PHYS 136 and PHYS 136L

Corequisites: PHYS 137L

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly.

PHYS 137L | GENERAL PHYSICS II LAB

Units: 1

Prerequisites: PHYS 137 (Can be taken Concurrently)

A laboratory course which introduces the concepts and techniques of experimental physics. Laboratory periods meet every week.

PHYS 270 | INTRODUCTION TO MECHANICS

Units: 3

Prerequisites: (MATH 150 (Can be taken Concurrently) or MATH 151 (Can be taken Concurrently) or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year) and PHYS 270L (Can be taken Concurrently)

Corequisites: PHYS 240L

A study of the fundamental principles of mechanics, kinematics, Newton's Laws, the conservation laws, including oscillations, waves, fluids, and some thermodynamics and wave motion. Three hours of lecture and one three-hour laboratory weekly.

PHYS 270L | MECHANICS LAB

Units: 1

Corequisites: PHYS 270

A laboratory course which introduces the concepts and techniques of experimental physics. Laboratory periods meet every week.

PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM

Units: 3

Prerequisites: (PHYS 270 and PHYS 270L) or (PHYS 136 and PHYS 136L) and MATH 151 (Can be taken Concurrently) and PHYS 271L (Can be taken Concurrently)

A study of the fundamental principles of classical electricity and magnetism including optics. Three hours of lecture and one three-hour laboratory weekly. Three hours of lecture and one three-hour laboratory weekly.

PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB

Units: 1

Prerequisites: PHYS 271 (Can be taken Concurrently)

A laboratory course which introduces the concepts and techniques of experimental physics. Laboratory periods meet every week.

PHYS 272 | INTRODUCTION TO MODERN PHYSICS**Units: 3**

Prerequisites: MATH 151 and (PHYS 271 and PHYS 271L) or (PHYS 136 and PHYS 136L)

An introduction to modern physics including quantum mechanics, atomic and nuclear physics, and special relativity. Principles and applications are studied. This course is required of all physics majors, minors, and Biophysics majors (including associated lab), and is accepted for engineering students. Three hours of lecture per week, Spring semester.

PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB**Units: 1**

Corequisites: PHYS 272

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Modern Physics (PHYS 272).

PHYS 301 | ENERGY AND THE ENVIRONMENT**Units: 3**

Prerequisites: (PHYS 137 and PHYS 137L) or (PHYS 271 and PHYS 271L)
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.

PHYS 307 | ASTROPHYSICS**Units: 3**

Prerequisites: (PHYS 271 and PHYS 271L) or (PHYS 137 and PHYS 137L) and MATH 151

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.

PHYS 314 | ANALYTICAL MECHANICS**Units: 3**

Prerequisites: MATH 250 (Can be taken Concurrently) and PHYS 271 and PHYS 271L

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations. Orbit theory and chaos are among the special topics treated.

PHYS 319 | THERMAL AND STATISTICAL PHYSICS**Units: 3**

Prerequisites: PHYS 272

This course employs techniques from statistical mechanics to explore topics in thermodynamics. Topics include ideal gases, phase transitions, chemical equilibrium, kinetic theory, and paramagnetism.

PHYS 324 | ELECTROMAGNETISM**Units: 3**

Prerequisites: MATH 250 (Can be taken Concurrently) and PHYS 271 and PHYS 271L

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week.

PHYS 330 | QUANTUM MECHANICS**Units: 3**

Prerequisites: MATH 250 and PHYS 272

Introduction to the fundamental properties of nonrelativistic quantum mechanics, including the Schrödinger 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. Entanglement, Bell's theorem, laser physics, high resolution optical spectroscopy, and history of physics are among the special topics discussed.

PHYS 331 | ADVANCED TOPICS IN QUANTUM PHYSICS**Units: 3**

Prerequisites: PHYS 330

Applications of Quantum Theory in areas such as atomic, nuclear, solid state, and elementary particle physics.

PHYS 340 | BIOLOGICAL PHYSICS**Units: 3**

Prerequisites: MATH 250 and PHYS 272 and PHYS 272L

Biological physics introduces the interface between the two classic sciences. Physics principles and techniques are applied to questions and problems in biology with a focus on molecular and cellular biology. Topics will be introduced systematically, building on the fundamentals of thermodynamics and building to current cutting edge research topics such as protein folding, molecular machines and brain function. Specific topics may include single-molecule biophysics, optical trapping, molecular and cellular self-assembly, gene regulation, biomaterials and biomedical imaging.

PHYS 477 | INTRODUCTION TO FLUIDS**Units: 3**

Prerequisites: MATH 250 or (PHYS 271 and PHYS 271L)

Corequisites: PHYS 477L

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, astrophysics, and biology) will be developed.

PHYS 477L | FLUIDS LABORATORY**Units: 1**

Corequisites: PHYS 477

Laboratory work to accompany PHYS 477.

PHYS 480W | EXPERIMENTAL MODERN PHYSICS**Units: 4**

Prerequisites: PHYS 330

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on modern physics. Experiments illustrate physical phenomena pertaining to core areas of physics: quantum mechanics, atomic and nuclear physics, laser physics and plasma 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, and students will become familiar with LaTeX. Students will be introduced to the peer review process, involving revising along the line of reviewers comments; writing at a level suitable for journal publication.

PHYS 481W | EXPERIMENTAL BIOPHYSICS**Units: 4**

Prerequisites: PHYS 272 and PHYS 272L and MATH 250

A laboratory-based course focused on the introduction to principles of biophysics research techniques. Instrumentation development and experimental research will explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students will also be trained in general wet-lab techniques and computational data acquisition and analysis using Labview and Matlab. This course is the primary upper division laboratory requirement for the biophysics major and fulfills the upper division core writing requirement. Students will write and edit research reports on their experimental results at a level suitable for journal publication. The writing process will also include literature search techniques and an introduction to the peer review process.

PHYS 487 | TECHNIQUES IN PHYSICS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PHYS 271 and PHYS 271L

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.

PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

An undergraduate research problem in experimental or theoretical physics. A written report is required. Problem to be selected after consultation with department faculty.

Political Science

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 is 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.

USD/Washington Center Internship Semester and Intersession Seminar

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.

Students also have the opportunity to enroll in a 3-unit intersession course in Washington, D.C. (POLS 434). This course provides students with an opportunity to study current political, social, and economic issues while living in Washington, D.C. for two weeks.

CHAIR

Vidya Nadkarni, PhD

Faculty

Del Dickson, JD, PhD

Casey B. K. Dominguez, PhD

Patrick F. Drinan, PhD, EMERITUS

Emily Edmonds-Poli, PhD

Gary Gray, MA

Virginia Lewis, PhD

Noelle Norton, PhD

Lee Ann Otto, PhD

Michael R. Pfau, PhD

David Shirk, PhD

Avi Spiegel, JD, PhD

J. Michael Williams, JD, PhD

Randy Willoughby, PhD

Preparation for the Major

POLS 100	Power and Justice	3
POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3
or POLS 170	Introduction to International Relations	

Major Requirements

27 units of upper division coursework to include:

Core Courses

The following courses are prerequisites for POLS 495

POLS 300	Political Thought	3
POLS 330	Research Methods in Political Science	3

American Politics (choose one of the courses from POLS 310-323)

Select one of the following:		3
POLS 310	The Presidency	
POLS 312	Congress	
POLS 313	Parties and Interest Groups	
POLS 314	Campaigns and Elections	
POLS 316	State and Local Government	
POLS 321	Constitutional Law and American Government:Federalism and Separation of Powers	
POLS 322D	Constitutional Law: Civil Rights and Liberties	
POLS 323	Judicial Behavior	

Elective Courses

Fifteen Upper-Division Units (five courses) (choose from any of the POLS upper-division courses) 15

Political Science Senior Capstone Seminar

POLS 495	Senior Capstone Seminar (3) ¹	3
----------	--	---

¹ Political Science majors are required to complete the Senior Capstone Seminar. The purpose of this course is to provide students with an opportunity to apply and integrate what they have learned as a Political Science major. Students will have the opportunity to choose from Senior Capstone Seminars that focus on completing a research project, a community project, or a simulation project.

Recommended Program of Study, Political Science

Freshman Year

Semester I

	Hours
Preceptorial	3
POLS 100 Power and Justice	3
CC or electives	9

Semester II

POLS 120 Introduction to American Politics	3
CC or electives	9-12

Sophomore Year

Semester I

POLS 170 Introduction to International Relations or 150 Introduction to Comparative Politics	3
CC or electives	12

Semester II

POLS 170 Introduction to International Relations or 150 Introduction to Comparative Politics	3
Upper-Division POLS	3-6
CC or electives	6

Junior Year

Semester I

POLS 300 Political Thought	3
POLS 330 Research Methods in Political Science (or Upper-Division POLS)	3

Select one of the following: 3

- POLS 310 The Presidency
- POLS 312 Congress
- POLS 313 Parties and Interest Groups
- POLS 314 Campaigns and Elections

POLS 316 State and Local Government	
POLS 317D Urban Politics	
POLS 321 Constitutional Law and American Government:Federalism and Separation of Powers	
POLS 322D Constitutional Law: Civil Rights and Liberties	
POLS 323 Judicial Behavior	
Upper Division POLS	
CC, Minor, or electives	9

Semester II

POLS 330 Research Methods in Political Science (or Upper-Division POLS)	3
---	---

Select one of the following: 3

POLS 310 The Presidency	
POLS 312 Congress	
POLS 313 Parties and Interest Groups	
POLS 314 Campaigns and Elections	
POLS 316 State and Local Government	
POLS 317D Urban Politics	
POLS 321 Constitutional Law and American Government:Federalism and Separation of Powers	
POLS 322D Constitutional Law: Civil Rights and Liberties	
POLS 323 Judicial Behavior	
Upper-Division POLS	
Upper-Division POLS	3
CC, Minor, or electives	9

Senior Year

Semester I

POLS 495 ¹ Senior Capstone Seminar (3)	3
Upper-Division POLS	3
CC, Minor, or electives	9-10

Semester II

POLS 495 Senior Capstone Seminar (3)	3
Upper-Division POLS	3
CC, Minor, or electives	9-10

¹ Fall semester is normally the best time for a Washington, D.C. internship experience.

The Political Science Minor

POLS 100 Power and Justice	3
POLS 120 Introduction to American Politics	3
POLS 150 Introduction to Comparative Politics	3
or POLS 170 Introduction to International Relations	
Select 9 Upper-Division Units	9

Political Science (POLS)

POLS 100 | POWER AND JUSTICE

Units: 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 120 | INTRODUCTION TO AMERICAN POLITICS**Units: 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 150 | INTRODUCTION TO COMPARATIVE POLITICS**Units: 3**

The purpose of this course is to introduce students to the study of comparative politics. Comparative politics is the study of the domestic politics of other countries. This course offers a fundamental overview of the major issues in comparative politics, such as, state formation, political regimes, political culture, civil society, political economy, governing institutions, electoral institutions, and other forms of political representation and participation.

POLS 170 | INTRODUCTION TO INTERNATIONAL RELATIONS**Units: 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**Units: 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 300 | POLITICAL THOUGHT**Units: 3**

This course examines the core concept of political thought and action such as authority, obligation, justice, and power. Students will learn how to identify concepts, how to analyze them, and how concepts are used in political life. We will explore both the logic of concepts and the problems of institutionalization of political ideas.

POLS 301 | POLITICAL THOUGHT: ANCIENT TO MODERN**Units: 3**

This course examines the formation and development of political ideas, from Greek political philosophy through the late Middle Ages. Emphasis is placed on the relationship between theory and practice in political life.

POLS 302 | POLITICAL THOUGHT: MODERN AND CONTEMPORARY**Units: 3**

This course examines political ideas in the modern and contemporary Western tradition. Emphasis is placed on the relationship between theory and practice in political life.

POLS 304 | AMERICAN POLITICAL DEVELOPMENT**Units: 3**

This course explores the origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.

POLS 306 | POLITICAL IDEOLOGY**Units: 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**Units: 3**

This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.

POLS 308 | POLITICS AND LITERATURE**Units: 3**

This course explores the political content of selected classical, modern, and contemporary literature. Emphasis is placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

POLS 309D | SEX, POWER, AND POLITICS**Units: 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 310 | THE PRESIDENCY**Units: 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**Units: 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**Units: 3**

This course examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and their roles in the political process.

POLS 314 | CAMPAIGNS AND ELECTIONS**Units: 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 316 | STATE AND LOCAL GOVERNMENT**Units: 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. This course examines the political functions of state and local governments, with special attention to California.

POLS 317D | URBAN POLITICS**Units: 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 321 | CONSTITUTIONAL LAW AND AMERICAN GOVERNMENT: FEDERALISM AND SEPARATION OF POWERS**Units: 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**Units: 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**Units: 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**Units: 3**

This course presents a cross-national, historical, and comparative analysis of constitutional, administrative, and criminal law. Subject countries vary, but include representative judicial systems within the Civil Law, Common Law, and Socialist Law traditions.

POLS 327 | INTERNATIONAL LAW**Units: 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**Units: 3**

This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations. Cross-listed as MARS 329.

POLS 330 | RESEARCH METHODS IN POLITICAL SCIENCE**Units: 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 340 | PUBLIC ADMINISTRATION**Units: 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 342 | PUBLIC POLICY**Units: 3**

This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

POLS 349 | POLITICS AND THE ENVIRONMENT**Units: 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 | THEORIES OF COMPARATIVE POLITICS**Units: 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.

POLS 352 | COMPARATIVE POLITICS OF DEVELOPING COUNTRIES**Units: 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**Units: 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 EUROPE**Units: 3**

This course offers a survey of the political cultures, institutions, and processes of the United Kingdom, France, the Federal Republic of Germany, and other West European countries. The development of a more integrated European community is also discussed.

POLS 357 | POLITICS IN LATIN AMERICA**Units: 3**

This course examines the dynamics of political and economic change in 20th-century Latin America. There is particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

POLS 358 | POLITICS IN SOUTH ASIA**Units: 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**Units: 3**

This course offers an introduction to the study of the politics of the Middle East and North Africa. The complex issues of regional conflicts with international significance and the forces shaping the internal development of the modern Middle East are explored.

POLS 360 | POLITICS IN SUB-SAHARAN AFRICA**Units: 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**Units: 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**Units: 3**

This course examines the development of democracy in England, the institutions of government and parliament, political parties, and selected domestic and foreign policies.

POLS 363 | POLITICS IN FRANCE**Units: 3**

This course examines contemporary French politics. We begin by constructing an historical and ideological foundation for the course, we then move to recent institutional and electoral practices, and we finally analyze a variety of foreign and security policies, including relations with the United States, members of the European Union, and countries throughout the world.

POLS 364 | POLITICS IN GERMANY**Units: 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**Units: 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**Units: 3**

This course provides an overview of the contemporary Mexican political system. The primary focus is on the breakdown of the dominant party system in the late 20th century and the subsequent recalibration of executive-legislative relations, decentralization of power, and emergence of democratic political culture and competition.

POLS 367 | POLITICS IN JAPAN**Units: 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**Units: 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**Units: 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.

POLS 371 | AMERICAN FOREIGN POLICY**Units: 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**Units: 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**Units: 3**

This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.

POLS 377 | REGIONAL SECURITY**Units: 3**

This course examines security dynamics in three important regions of the world (Europe, East Asia, and Latin America). We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

POLS 378 | TRANSNATIONAL CRIME AND TERRORISM**Units: 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 | THEORIES OF INTERNATIONAL POLITICAL ECONOMY**Units: 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**Units: 3**

This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.

POLS 383 | INTERNATIONAL ORGANIZATIONS**Units: 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**Units: 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, DC: THE PRESS AND THE PRESIDENCY**Units: 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, DC: DIRECTED STUDY IN POLITICAL SCIENCE**Units: 3 Repeatability: No**

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.

POLS 436 | WASHINGTON, DC: INTERNSHIP IN POLITICAL SCIENCE**Units: 6 Repeatability: Yes (Can be repeated for Credit)**

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, DC: CLASS IN POLITICAL SCIENCE**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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 | INTERNSHIP IN POLITICAL SCIENCE**Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

This course involves participation in a governmental office at the local, state, or national level. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

POLS 449 | INDEPENDENT STUDY IN POLITICAL SCIENCE**Units: 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**Units: 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, DC: DIRECTED STUDY IN INTERNATIONAL RELATIONS**Units: 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, DC: INTERNSHIP IN INTERNATIONAL RELATIONS**Units: 6 Repeatability: Yes (Can be repeated for Credit)**

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, DC: CLASS IN INTERNATIONAL RELATIONS**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 495 | SENIOR CAPSTONE SEMINAR (3)**Units: 3**

Prerequisites: POLS 300

This course is required for Political Science and International Relations majors. There are four main objectives for this course. First, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the PS or IR major. Second, it provides an opportunity to produce an original research paper or equivalent creative project. Third, it provides students with the opportunity to present their conclusions with faculty, peers, and members of the community. Finally, this class aims to help students improve their writing and communication skills.

POLS 498 | INTERNSHIP IN INTERNATIONAL RELATIONS**Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

This course involves participation in an internship related to international relations. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

POLS 499 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

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 double-major in Psychology or Biology, or minor in Psychology.

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.

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.

Chair

Michael A. Ichiyama, PhD

Faculty

Rachel E. Blaser, PhD

Veronica V. Galván, PhD

Nadav Goldschmied, PhD

Anne M. Koenig, PhD

Patricia Kowalski, PhD

Kristen McCabe, PhD

Adriana Molitor-Siegl, PhD

Daniel D. Moriarty, PhD

Sandra Sgoutas-Emch, PhD

Divya Sitaraman, PhD

Annette Taylor, PhD

James M. Weyant, PhD

Jennifer Zwolinski, PhD

Preparation for the Psychology Major

Required Courses

PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psych	3
PSYC 260	Statistics	3

MATH 130 is strongly recommended. To maximize successful completion of the major we strongly recommend that students take BIOL 104 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	Biological Psychology	3
or PSYC 344	Animal Behavior: Comparative Psychology and Ethology	

Clinical

Select one of the following:		3
PSYC 354	Behavior Disorders of Childhood	
PSYC 355	Abnormal Psychology	
PSYC 356	Psychological Assessment	
PSYC 357	Health Psychology	
PSYC 359D	Health Psychology of Women and Ethnic Groups	
PSYC 466	Methods of Evidence-Based Psychotherapy	

Cognitive

Select one of the following:		3
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	

Developmental

Select one of the following:		3
PSYC 314	Developmental Psychology: Childhood and Adolescence	
PSYC 316	Developmental Psychology: Adulthood and Aging	
PSYC 318	Child Development Across Cultures	

Social

PSYC 322	Social Psychology	3
----------	-------------------	---

Theories

PSYC 372	History and Systems of Psychology	3
or PSYC 377	Theories of Personality	

Advanced Research Methods/Laboratory²

Select 1 Advanced Research Methods/Laboratory course from the following: 3-4

PSYC 424W	Advanced Research Methods / Laboratory In Cross-Cultural Psychology (3)	
PSYC 432W	Advanced Research Methods / Laboratory In Learning (3)	

PSYC 436W	Advanced Research Methods / Laboratory In Cognitive Psychology (3)	
PSYC 444W	Advanced Research Methods / Laboratory In Animal Behavior (3)	
PSYC 455W	Advanced Research Methods / Laboratory In Clinical Psychology (3)	
PSYC 457W	Advanced Research Methods / Laboratory In Health Psychology (3)	
PSYC 464W	Advanced Research Methods/Laboratory In Sport Psychology (3)	
PSYC 492	Major Field Test in Psychology ¹	
Six additional units of upper division psychology coursework are required.		6
PSYC 415W	Advanced Research Methods / Laboratory in Developmental Psychology	3
PSYC 422W	Advanced Research Methods / Laboratory In Social Psychology (3)	3

¹ 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.

² When offered as "W" courses, these fulfill the core curriculum upper division writing requirement.

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, PSYC 497, and PSYC 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 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 the Department of Psychological Sciences.

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.

Recommended Program of Study, Psychology

Freshman Year

Semester I		Hours
PSYC 101	Introductory Psychology (or Preceptorial)	3
ENGL 121	Composition and Literature	3
MATH 115 or 130	College Algebra Survey of Calculus	3
CC		6

Semester II

Select one of the following:		3-4
BIOL 104	Topics in Human Biology	
BIOL 114	Topics in Human Biology with Lab	
PSYC 230	Research Methods in Psych	3
CC		9

Sophomore Year

Semester I

PSYC 260	Statistics	3
CC		12

Semester II

Upper-Division PSYC		3
CC		12

Junior Year

Semester I

Upper-Division PSYC		6
CC or electives		9

Semester II

Upper-Division PSYC ¹		6
CC or electives		9

Senior Year

Semester I

Upper-Division PSYC ¹		6
CC or electives		9

Semester II

Upper-Division PSYC		6
CC or electives		9

¹ We recommend that one of these courses, in one or both semesters, include an advanced research methods/laboratory course.

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.

Preparation for the Behavioral Neuroscience Major

PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psych	3
PSYC 260	Statistics	3
BIOL 190	Introduction to Evolution	3
BIOL 221 & 221L	Introduction to Organismal Diversity and Introduction to Organismal Diversity Lab	4
BIOL 225 & 225L	Introduction to Cell Processes and Introduction to Cell Processes Laboratory	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
MATH 150	Calculus I (core Mathematics requirement)	4

Major Requirements

A minimum of 27 units of Upper-Division Units of coursework is required and must be distributed as follows:

Genetics

BIOL 300	Genetics	3
----------	----------	---

Biological Psychology

PSYC 342	Biological Psychology	3
----------	-----------------------	---

Behavioral Neuroscience

NEUR 310	Behavioral Neuroscience	3
----------	-------------------------	---

Advanced Research Lab

NEUR 410W	Advanced Research Methods / Laboratory In Behavioral Neuroscience	3
-----------	---	---

Cognition

Select 1 of the following Cognition courses:		3
--	--	---

PSYC 332	Learning and Behavior
----------	-----------------------

PSYC 336	Cognitive Psychology
----------	----------------------

Evolution

Select one of the following:		3
------------------------------	--	---

PSYC 344	Animal Behavior:Comparative Psychology and Ethology
----------	---

PSYC 347	Behavior Genetics
----------	-------------------

PSYC 494	Special Topics in Psychology (when offered as Evolutionary Psychology)
----------	--

BIOL 310	Evolution
----------	-----------

BIOL 346	Vertebrate Natural History
----------	----------------------------

Cell/Molecular

Select one of the following:		3
------------------------------	--	---

BIOL 478	Vertebrate Physiology
----------	-----------------------

BIOL 480	Cell Physiology
----------	-----------------

CHEM 331	Biochemistry
----------	--------------

Electives

Select 6 credits from the courses above or the following:		6
---	--	---

BIOL 320	Evolution of Vertebrate Structure
----------	-----------------------------------

BIOL 376	Animal Development
----------	--------------------

BIOL 382	Techniques in Molecular Biology
----------	---------------------------------

BIOL 482	Molecular Biology
----------	-------------------

BIOL 484	Immunology
----------	------------

NEUR 494	Neur 494 Special Topics In Behavioral Neuroscience (3)
----------	--

CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory
-----------------	--

CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory
-----------------	--

CHEM 314	Biophysical Chemistry
----------	-----------------------

CHEM 335	Biochemistry Laboratory
----------	-------------------------

CHEM 427	Biophysical Chemistry Laboratory
----------	----------------------------------

PSYC 355	Abnormal Psychology
----------	---------------------

PSYC 357	Health Psychology
----------	-------------------

PSYC 432W	Advanced Research Methods / Laboratory In Learning (3)
-----------	--

PSYC 444W	Advanced Research Methods / Laboratory In Animal Behavior (3)
-----------	---

ANTH 310	Human Evolution
----------	-----------------

ANTH 311	Primatology
----------	-------------

PHIL 331	Biomedical Ethics (when offered as Ethics and Frontiers of Science if not used to satisfy the core,)
----------	---

or PHIL 334	Studies in Ethics
-------------	-------------------

PHIL 413	Philosophy of Mind ¹
----------	---------------------------------

PHIL 415	Philosophy of Natural Science ¹
----------	--

PHYS 340	Biological Physics
----------	--------------------

¹ if not used to satisfy the core

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 4 units from any combination of NEUR 496 and NEUR 499 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

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 double-major in Psychology or Biology, or minor in Psychology.

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.

While students are not currently required to participate in research, students who are considering applying to graduate school or medical school are strongly encouraged to volunteer for at least two semester of research experience.

Recommended Program of Study, Behavioral Neuroscience

Freshman Year

Semester I		Hours
PSYC 101	Introductory Psychology (or Preceptorial)	3
BIOL 190	Introduction to Evolution	3
MATH 150	Calculus I	4
CC		6

Semester II

BIOL 221 & 221L	Introduction to Organismal Diversity	4
ENGL 121	Composition and Literature	3
PSYC 230	Research Methods in Psych	3
CC		6

Sophomore Year

Semester I

PSYC 260	Statistics	3
CHEM 151 & 151L	General Chemistry I	4
BIOL 225 & 225L	Introduction to Cell Processes	4
CC		3

Semester II

BIOL 300	Genetics	3
----------	----------	---

CHEM 152 & 152L	General Chemistry II	4
CC		9
Junior Year		
Semester I		
PSYC 342	Biological Psychology	3
Upper-Division PSYC/BIOL		3
CC		9
Semester II		
Upper-Division PSYC/BIOL		3
NEUR 310	Behavioral Neuroscience	3
NEUR 410W	Advanced Research Methods / Laboratory In Behavioral Neuroscience	3
CC		6
Senior Year		
Semester I		
Upper-Division PSYC/BIOL		6
CC		6
Semester II		
Upper-Division PSYC/BIOL		6
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.

The Psychology Minor

PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psych	3

In addition to PSYC 101 and PSYC 230, select 12 units of additional Psychology courses for the minor. Of these additional 12 units, 9 units must be from Upper Division courses in the Psychology Major, and a maximum of 3 units can be taken as Pass/Fail

Psychology Courses (PSYC)

PSYC 101 | INTRODUCTORY PSYCHOLOGY

Units: 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 PSYCH

Units: 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

Units: 3

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing.

PSYC 294 | SPECIAL TOPICS IN PSYCHOLOGY

Units: 1-3

Prerequisites: PSYC 101

The purpose of this course is to provide the beginning 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 vary with topic and/or instructor.

PSYC 305 | ADVANCED STATISTICS

Units: 3

Prerequisites: PSYC 260

This course will build on and extend student knowledge of analyses first introduced in the basic statistics course. After review of basic statistics, key issues to be explored include testing underlying assumptions of parametric statistics, transformations of data, nonparametric 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.

PSYC 314 | DEVELOPMENTAL PSYCHOLOGY:CHILDHOOD AND ADOLESCENCE

Units: 3

Prerequisites: PSYC 101

The study of growth and development within physical, cognitive, and social domains of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various domains of development. Community service may be required.

PSYC 316 | DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING

Units: 3

Prerequisites: PSYC 101

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.

PSYC 318 | CHILD DEVELOPMENT ACROSS CULTURES

Units: 3

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

This course compares and contrast development among infants, children and adolescents across cultures. It reviews theoretical concepts and empirical findings regarding developmental changes and continuities among typical individuals reared within the U.S. Moreover, the course examines cross-cultural variability and human universals in child development along with sociocultural factors that lead to variability in development among children from differing cultural groups. Pre-requisites: PSYC 101, 230, 260.

PSYC 322 | SOCIAL PSYCHOLOGY

Units: 3

Prerequisites: PSYC 101

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.

PSYC 324D | CROSS-CULTURAL PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101 and PSYC 230

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.

PSYC 326 | ORGANIZATIONAL/INDUSTRIAL PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101

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.

PSYC 328 | STEREOTYPING, PREJUDICE AND DISCRIMINATION**Units: 3**

Prerequisites: PSYC 101

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.

PSYC 330 | PSYCHOLOGY OF GENDER**Units: 3**

Prerequisites: PSYC 101 and PSYC 230

This course involved an overview of psychological research and theory concerning differences and similarities between women and men in the areas of in 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.

PSYC 332 | LEARNING AND BEHAVIOR**Units: 3**

Prerequisites: PSYC 101 and PSYC 230

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.

PSYC 336 | COGNITIVE PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

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.

PSYC 342 | BIOLOGICAL PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101 and PSYC 230

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.

PSYC 344 | ANIMAL BEHAVIOR:COMPARATIVE PSYCHOLOGY AND ETHOLOGY**Units: 3**

Prerequisites: PSYC 101 and PSYC 230

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.

PSYC 347 | BEHAVIOR GENETICS**Units: 3**

Prerequisites: PSYC 101

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Summer or Intersession).

PSYC 354 | BEHAVIOR DISORDERS OF CHILDHOOD**Units: 3**

Prerequisites: PSYC 101

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders.

PSYC 355 | ABNORMAL PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101

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.

PSYC 356 | PSYCHOLOGICAL ASSESSMENT**Units: 3**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

Principles of psychological testing, selection, evaluation, and interpretation of test results.

PSYC 357 | HEALTH PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101 and PSYC 230

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.

PSYC 359D | HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS**Units: 3**

Prerequisites: PSYC 101

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**Units: 3**

Prerequisites: PSYC 101

This course examines the psychological factors influencing the experience of sports. Topics include theoretical basis of competition, motivation, group dynamics, aggression, fan behavior, and social facilitation.

PSYC 372 | HISTORY AND SYSTEMS OF PSYCHOLOGY**Units: 3**

Prerequisites: PSYC 101

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.

PSYC 377 | THEORIES OF PERSONALITY**Units: 3**

Prerequisites: PSYC 101

This course surveys the major theoretical schools of thought in the study of personality. Psychoanalytic, psychoanalytic-social, behavioral, cognitive, trait, social learning, and biological theories are examined.

PSYC 414 | SOCIAL DEVELOPMENT**Units: 3**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 314

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.

PSYC 415W | ADVANCED RESEARCH METHODS / LABORATORY IN DEVELOPMENTAL PSYCHOLOGY**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and (PSYC 314 or PSYC 316) and PSYC 318

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 literature review and research proposal will be required.

PSYC 422W | ADVANCED RESEARCH METHODS / LABORATORY IN SOCIAL PSYCHOLOGY (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 322 (Can be taken Concurrently)

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.

PSYC 424W | ADVANCED RESEARCH METHODS / LABORATORY IN CROSS-CULTURAL PSYCHOLOGY (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and (PSYC 324 (Can be taken Concurrently) or PSYC 324D (Can be taken Concurrently))

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.

PSYC 432W | ADVANCED RESEARCH METHODS / LABORATORY IN LEARNING (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 322 (Can be taken Concurrently)

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.

PSYC 436W | ADVANCED RESEARCH METHODS / LABORATORY IN COGNITIVE PSYCHOLOGY (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 336 (Can be taken Concurrently)

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.

PSYC 444W | ADVANCED RESEARCH METHODS / LABORATORY IN ANIMAL BEHAVIOR (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 344 (Can be taken Concurrently)

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.

PSYC 455W | ADVANCED RESEARCH METHODS / LABORATORY IN CLINICAL PSYCHOLOGY (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 (Can be taken Concurrently) and (PSYC 354 (Can be taken Concurrently) or PSYC 355 (Can be taken Concurrently))

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.

PSYC 457W | ADVANCED RESEARCH METHODS / LABORATORY IN HEALTH PSYCHOLOGY (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 (Can be taken Concurrently) and PSYC 260 (Can be taken Concurrently)

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.

PSYC 464W | ADVANCED RESEARCH METHODS/LABORATORY IN SPORT PSYCHOLOGY (3)**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 364 (Can be taken Concurrently)

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.

PSYC 466 | METHODS OF EVIDENCE-BASED PSYCHOTHERAPY**Units: 3**

Prerequisites: PSYC 101

This course will familiarize student 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. Application to a variety of presenting problems and client types will be discussed.

PSYC 492 | MAJOR FIELD TEST IN PSYCHOLOGY**Units: 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.

PSYC 494 | SPECIAL TOPICS IN PSYCHOLOGY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

PSYC 496 | RESEARCH EXPERIENCE**Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of 2 units. P/F only. Requires the consent of the instructor.

PSYC 497 | APPLIED EXPERIENCE IN PSYCHOLOGY**Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 101

Practical experience in a community/field setting under professional supervision. Each student is required to complete a minimum of 40 hours (1 unit section) or 80 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.

PSYC 498 | INTERNSHIP IN PSYCHOLOGY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 101

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.

PSYC 499 | INDEPENDENT STUDY**Units: 6 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 101

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required. Requires the consent of the instructor.

Behavioral Neuroscience Courses (NEUR)**NEUR 310 | BEHAVIORAL NEUROSCIENCE****Units: 3**

Prerequisites: BIOL 190 and BIOL 225 and BIOL 225L and PSYC 101 and PSYC 230 and PSYC 342

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.

NEUR 410W | ADVANCED RESEARCH METHODS / LABORATORY IN BEHAVIORAL NEUROSCIENCE**Units: 3**

Prerequisites: ENGL 121 and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 342 and NEUR 310 (Can be taken Concurrently)

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.

NEUR 492 | MAJOR FIELD TEST**Units: 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 (NEUR 492). A student who fails to do so may be restricted from graduating.

NEUR 494 | NEUR 494 SPECIAL TOPICS IN BEHAVIORAL NEUROSCIENCE (3)**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

NEUR 496 | RESEARCH EXPERIENCE**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: NEUR 310

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.

Sociology

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, 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.

CHAIR

Michelle Madsen Camacho, PhD

Faculty

Adina Batnitzky, PhD

Julia Miller Cantzler, PhD

Erik D. Fritsvold, PhD

Judith Liu, PhD

Cid Martinez, PhD

Lisa Nunn, PhD

S. Greg Prieto, PhD

Thomas E. Reifer, PhD

Major Requirements (39 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
SOCI 201	Quantitative Methods	3
SOCI 202	Qualitative Methods	3
SOCI 270	Law and Social Justice	3
and select one of the following:		3
SOCI 210D	Social Justice	
SOCI 240D	Crime and Inequality	

Upper-Division Preparation for the Major (24 units)

SOCI 301	Sociological Theories	3
SOCI 370D	Race and Ethnic Relations	3
18 additional Upper Division units ²		18

¹ Students should plan their upper-division courses in consultation with their major advisor.

² At least 15 of the 24 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

SOCI 101D	Introduction to Sociology	Hours	3
-----------	---------------------------	-------	---

Sophomore Year

SOCI 201	Quantitative Methods	3
SOCI 202	Qualitative Methods	3

SOCI 210D or 240D	Social Justice Crime and Inequality	3
SOCI 270	Law and Social Justice	3

Junior Year

SOCI 301	Sociological Theories (required)	3
SOCI 370D	Race and Ethnic Relations (required)	3

Three Upper-Division Electives

One-Semester Study Abroad (optional)

Senior Year

Three Upper-Division Electives

Internship/Field Experience (optional)

Area Concentrations

Social Justice Concentration

Power, difference, and inequality are at the heart of sociological inquiry. The Social Justice concentration focuses on social structures that serve as mechanisms for the creation and perpetuation of social disparities, while also studying the many ways that groups and organizations seek to create a more socially just world. We interrogate the complicated ways that human behavior is shaped by both structure and agency through a variety of theoretical vantage points with an emphasis on race, ethnicity, socioeconomic class, gender, and sexuality. Courses address systemic inequalities both in U.S. domestic arenas as well as global and transnational dynamics, including issues of peace and war. Topics include education, democracy, citizenship, families, religion, global capitalism, urbanism, the environment and sustainable development, among others. We look at the role of social movements and community organizations in effecting social change. This concentration will be of interest to students planning careers in leadership, the non-profit sector, the labor movement, educational policy, human services/resources, public health, public administration, and business, as well as students pursuing graduate work or careers in law, education, public policy and related professional fields.

Social Justice Concentration Electives

SOCI 310	U.S. Society	3
SOCI 311	Sociology of Families	3
SOCI 312D	Gender Through the Prism of Difference	3
SOCI 313D	Sexualities	3
SOCI 314	Sociology of Education	3
SOCI 315	Health and Society	3
SOCI 410	Social Change: Global Perspectives	3
SOCI 411	Work and Labor	3
SOCI 412	Community, Consensus, and Commitment	3
SOCI 494	Special Topics in Contemporary Sociology (approval of department chair required)	3

Law, Crime, Justice Concentration

The Law, Crime, and Justice Concentration offers students a critical analysis of the relationship between law and society with a particular focus on legal institutions, public policy, crime, the criminal justice system and the production of social inequality. Courses in the concentration seek to reveal the origins and consequences of law by examining the various ways that law both shapes and is shaped by social and political forces. Various topics in the concentration include: the manifestations, causes, and consequences of criminal behavior; the relationship between law, social power, and persistent social inequalities; and the

contested meanings of justice, rights and equality as they exist both inside and outside legal institutions.

Law, Crime, Justice Concentration Electives

SOCI 340	Urban Sociology	3
SOCI 341	Criminology	3
SOCI 342	Juvenile Delinquency	3
SOCI 343	Corrections	3
SOCI 344	Social Deviance	3
SOCI 345	Theories of Crime	3
SOCI 346	Rights, Justice, Law and Social Change	3
SOCI 440	Race and the Criminal Justice System	3
SOCI 472	Criminalizing Immigration	3
SOCI 494	Special Topics in Contemporary Sociology	3

Additional Electives for either concentration:

• SOCI 371	Inequality and Social Change	3
SOCI 372	Politics and Society	3
SOCI 373	Social Institutions	3
SOCI 374	Social Movements	3
SOCI 470	Sexuality and Borders	3
SOCI 471	Environmental Inequality and Justice	3
SOCI 472	Criminalizing Immigration	3
SOCI 493	Field Experience in Sociology	1-3
SOCI 498	Internship in Sociology	3
SOCI 494	Special Topics in Contemporary Sociology	3
SOCI 499	Independent Study	1-3

The Sociology Minor

Minor Requirements (18 units)

Lower Division (9 units)

SOCI 101D	Introduction to Sociology	3
Select two of the following Contemporary Social Issues courses:		6
SOCI 210D	Social Justice	3
SOCI 240D	Crime and Inequality	3
SOCI 270	Law and Social Justice	3

Upper Division (9 units minimum)

Students must have taken SOCI 101D and either SOCI 210D, SOCI 240D, or SOCI 270 (and have completed 45 undergraduate units) before enrolling in any upper division sociology course. (Prerequisites may occasionally be waived with consent of the instructor.)

Sociology Courses (SOCI)

SOCI 101D | INTRODUCTION TO SOCIOLOGY

Units: 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 201 | QUANTITATIVE METHODS

Units: 3

This course is required for completion of 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 202 | QUALITATIVE METHODS

Units: 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 210D | SOCIAL JUSTICE

Units: 3

This is a social problems course that 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, with an orientation towards social justice. This course is open to both majors and non-majors for fulfillment of the Core Curriculum requirements.

SOCI 240D | CRIME AND INEQUALITY

Units: 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.

SOCI 270 | LAW AND SOCIAL JUSTICE

Units: 3

This course provides a dynamic broad introduction to the study of law as a social institution, in the context of larger questions of inequality and social justice.

SOCI 294 | SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY

Units: 3 Repeatability: Yes (Can be repeated for Credit)

An overview and analysis of selected contemporary topics in sociology, this course discusses specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content. (Offered on demand).

SOCI 301 | SOCIOLOGICAL THEORIES**Units: 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 310 | U.S. SOCIETY**Units: 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 311 | SOCIOLOGY OF FAMILIES**Units: 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 312D | GENDER THROUGH THE PRISM OF DIFFERENCE**Units: 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 313D | SEXUALITIES**Units: 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 314 | SOCIOLOGY OF EDUCATION**Units: 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 315 | HEALTH AND SOCIETY**Units: 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 340 | URBAN SOCIOLOGY**Units: 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.

SOCI 341 | CRIMINOLOGY**Units: 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 342 | JUVENILE DELINQUENCY**Units: 3**

This course provides an empirical description and sociohistorical 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 343 | CORRECTIONS**Units: 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 344 | SOCIAL DEVIANCE**Units: 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 345 | THEORIES OF CRIME**Units: 3**

This course uses the theoretical and methodological tools of criminology to examine the origins of deviant and criminal behavior. We will explore the major theoretical perspectives on criminality that have shaped the discipline over time and apply these theories to historical and contemporary case studies of actual criminal behavior. In combination, these theoretical paradigms and case studies should provide insight into a very complicated question - why do people do crime?.

SOCI 346 | RIGHTS, JUSTICE, LAW AND SOCIAL CHANGE**Units: 3**

The study of rights, justice, and law as social institutions. After being introduced to the sociolegal 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, how the meaning of justice has changed over the course of U.S. history, and 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 370D | RACE AND ETHNIC RELATIONS**Units: 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 371 | INEQUALITY AND SOCIAL CHANGE**Units: 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 372 | POLITICS AND SOCIETY**Units: 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 373 | SOCIAL INSTITUTIONS**Units: 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 374 | SOCIAL MOVEMENTS**Units: 3**

An examination of the short-lived, and often extraordinary, non institutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem periodically to disturb the orderly flow of human societal life. Also examined will be the processes by which these "social aberrations" may become institutionalized as social movements or as part of a new and emerging sociocultural order.

SOCI 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES**Units: 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 nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

SOCI 411 | WORK AND LABOR**Units: 3**

Examination of work, the labor force, and labor markets are integral to sociological theory and research. This course examines how labor and work impact 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 412 | COMMUNITY, CONSENSUS, AND COMMITMENT**Units: 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 440 | RACE AND THE CRIMINAL JUSTICE SYSTEM**Units: 3**

An examination and analysis of the various structures of inequality as they relate to processes of social control. Emphasis on strategies and techniques 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 441 | DRUGS AND U.S. SOCIETY**Units: 3**

This course provides a sociohistorical analysis of the cultural, economic, and political forces that have driven anti-drug movements throughout U.S. history. Toward this goal, the course examines the historical circumstances and legal heritage that have contributed to the rise and fall of drug panics and the current disease model of addiction. The implications of the medicalization of deviance are explored, as are the influences of past drug policies and the casualties of the current "war on drugs."

SOCI 442 | DRUGS AND U.S. SOCIETY**Units: 3**

This course provides a sociohistorical analysis of the cultural, economic, and political forces that have driven anti-drug movements throughout U.S. history. Toward this goal, the course examines the historical circumstances and legal heritage that have contributed to the rise and fall of drug panics and the current disease model of addiction. The implications of the medicalization of deviance are explored, as are the influences of past drug policies and the casualties of the current "war on drugs."

SOCI 470 | SEXUALITY AND BORDERS**Units: 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 as passage across national borders for purposes such as marriage immigration, sex tourism, and human trafficking for the sex trade.

SOCI 471 | ENVIRONMENTAL INEQUALITY AND JUSTICE**Units: 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 472 | CRIMINALIZING IMMIGRATION**Units: 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 493 | FIELD EXPERIENCE IN SOCIOLOGY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 to 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. May be taken for one to three units per semester. Field experience courses may not be applied toward fulfillment of requirements for the Sociology Major. Consent of faculty supervisor is required prior to registration. Pass/fail option only.

SOCI 494 | SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a faculty advisor. Consent of instructor and of the department chair are required for registration.

Theatre Arts and Performance Studies

The Theatre Arts and Performance Studies

Theatre Arts and Performance Studies offers a major and minor, 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 39-41 units of study. Students may concentrate, in their Upper-Division Electives, on performance or design. Students are required to participate in general auditions annually.

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.

INTERIM DIRECTOR

Lisa M. Baird, PhD

Faculty

Brian Byrnes, MFA

Ray Chambers, BS

Evelyn Diaz Cruz, MFA

Jan Gist, MFA

Nathaniel Parde, MFA

Monica Stufft, PhD

Major Requirements

The theatre arts and performance studies major requires 39-41 units of study. Students may concentrate, in their Upper-Division Electives, on performance or design. Students are required to participate in general auditions annually.

Lower Division

THEA 111	Theatre and Society	3
THEA 116	Theatre Practicum I	1
THEA 205	Technical Theatre with Lab	4
THEA 220	Fundamentals of Theatrical Design	3
THEA 230	Acting I	3

Upper Division

THEA 316	Theatre Practicum II	1
THEA 360W	Theatre History	3
THEA 370	Performance Studies	3
THEA 375C	Theatre and Community	3
THEA 496	Senior Project in Theatre	1-3
Take one course (three units) from the following:		3
ENGL 280	Introduction to Shakespeare ¹	
ENGL 324	Renaissance Drama	
ENGL 334	Restoration & 18th Century Drama	
ENGL 362	Modern Drama	
THEA 369	Contemporary Theatre	
Take four courses (12 units) from the following:		12
THEA 302	Acting II	
THEA 303	Costume Construction	
THEA 320	Scenic Design	

THEA 330	Costume Design
THEA 340	Voice and Speech
THEA 350	Movement for Actors
THEA 365W	Playwriting
THEA 385	Acting for the Musical Theatre
THEA 435	Acting III
THEA 445	Producing and Directing
THEA 455	Stage Management
THEA 494	Special Topics in Theatre

¹ Students selecting this course will be choosing a major of 17 lower-division and 23-25 Upper-Division Units.

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

Minor Requirements

Lower Division

THEA 111	Theatre and Society	3
THEA 116	Theatre Practicum I	1
THEA 205	Technical Theatre with Lab	4
THEA 220	Fundamentals of Theatrical Design	3
THEA 230	Acting I	3

Upper Division

THEA 316	Theatre Practicum II	1
Take one course (three units) from the following:		3
THEA 360W	Theatre History	3
or THEA 369	Contemporary Theatre	

Select one from the remaining upper division courses (three units)

Theatre Arts and Performance Studies Courses (THEA)

THEA 111 | THEATRE AND SOCIETY

Units: 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

Units: 3 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1 Repeatability: Yes (Can be repeated for Credit)

A course for majors and minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to 3 units.

THEA 155 | THEATRE IN EDUCATION

Units: 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 205 | TECHNICAL THEATRE WITH LAB

Units: 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 220 | FUNDAMENTALS OF THEATRICAL DESIGN

Units: 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

Units: 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

Units: 3

Prerequisites: THEA 230

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.

THEA 303 | COSTUME CONSTRUCTION

Units: 3

Prerequisites: THEA 111 and (THEA 220 or THEA 230)

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.

THEA 315 | THEATRE PRACTICUM II FOR NON-MAJORS

Units: 1 Repeatability: Yes (Can be repeated for Credit)

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

Units: 1 Repeatability: Yes (Can be repeated for Credit)

A course for majors and minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to 3 units.

THEA 320 | SCENIC DESIGN**Units: 3**

Prerequisites: THEA 220

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.

THEA 330 | COSTUME DESIGN**Units: 3**

Prerequisites: THEA 220

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.

THEA 340 | VOICE AND SPEECH**Units: 3**

Prerequisites: THEA 111 or THEA 230

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.

THEA 350 | MOVEMENT FOR ACTORS**Units: 3**

Prerequisites: THEA 111 or THEA 230

This course focuses on physical communication through exploring personal habit, body language, character development, transformation, and style through physical action.

THEA 360W | THEATRE HISTORY**Units: 3**

Prerequisites: THEA 111

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.

THEA 365W | PLAYWRITING**Units: 3**

Prerequisites: THEA 111 and (THEA 230 or ENGL 121)

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.

THEA 369 | CONTEMPORARY THEATRE**Units: 3**

Prerequisites: THEA 111

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.

THEA 370 | PERFORMANCE STUDIES**Units: 3**

Prerequisites: THEA 111

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.

THEA 375C | THEATRE AND COMMUNITY**Units: 3**

Prerequisites: THEA 111 or THEA 230

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.

THEA 385 | ACTING FOR THE MUSICAL THEATRE**Units: 6**

Prerequisites: THEA 230

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.

THEA 435 | ACTING III**Units: 3**

Prerequisites: THEA 230 and THEA 302

This course will focus on performing classical texts. Students will address the challenges of heightened language, rhetoric, argumentation, style, scansion, poetry, and period movement.

THEA 445 | PRODUCING AND DIRECTING**Units: 3**

Prerequisites: THEA 230 and THEA 305

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.

THEA 455 | STAGE MANAGEMENT**Units: 3**

Prerequisites: THEA 116 and THEA 230 and THEA 305

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.

THEA 494 | SPECIAL TOPICS IN THEATRE**Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

THEA 496 | SENIOR PROJECT IN THEATRE**Units: 1-3**

Individual directed study under the supervision of a faculty member.

Theology and Religious Studies

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.

Faculty

María 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

Rico G. Monge, PhD

Lance E. Nelson, PhD

Ronald A. Pachence, PhD

Patricia A. Plovanych, PhD

Emily Reimer-Barry, PhD

Karen Teel, PhD

Karma Lekshe Tsomo, PhD

The Theology and Religious Studies Major

Major Requirements – 36 units

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.

Lower Division

Select two courses from the following: 6

THRS 110 Exploring Religious Meaning

THRS 112 Introduction to World Religions

THRS 114 Introduction to Catholic Theology

THRS 116 Introduction to Biblical Studies

THRS 119 Christianity and Its Practice

THRS 202 Special Topics in Theology

THRS 203 Special Topics in Religious Studies

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 Religion Café: Majors and Minors Seminar 3

Select one course in Bible or in Christianity chosen from the following: 3

THRS 330 Foundations of Christian Ethics

THRS 331 Sexual Ethics in the Catholic Tradition

THRS 334 Christian Social Ethics

THRS 335 Catholic Social Thought

THRS 336 Religious Peacebuilding and Reconciliation

THRS 341 Christian Worship

THRS 342 Christian Sacramental Practice

THRS 343 Christian Marriage

THRS 353 Early Christianity

THRS 354 The Medieval Church

THRS 355 The Reformation Era

THRS 356 Catholicism in the United States

THRS 357 Saints and Sinners in U.S. Protestantism

THRS 358 Latino/a Catholicism

THRS 360 Jesus in Christian Tradition

THRS 361 Christian Understanding of the Human Person

THRS 362 Christian Understandings of Salvation

THRS 364 Theology of the Church

THRS 367 Feminist Theology

THRS 368 Latino/a Theologies

THRS 369 Liberation Theology

THRS 381 The Five Books of Moses

THRS 382 The Prophetic Tradition of Israel

THRS 383 Gospels of Matthew, Mark & Luke

THRS 385 Paul, the Man & his Message

THRS 386 Johannine Theology

THRS 388 The World of the Bible

Select one course in a religious tradition other than Christianity chosen from: 3

THRS 312 The Hindu Tradition

THRS 313 Jewish Faith and Practice

THRS 314 Buddhist Thought and Culture

THRS 315 Islamic Faith and Practice

THRS 316 The Daoist Tradition

THRS 317 Religions of China

THRS 318 Islam, Women and Literature

THRS 320 Native American Religious Traditions

THRS 321 Afro-Latin Religions

Select one course from the following: ¹ 3

THRS 450W Themes in Theological Studies ²

THRS 451W Themes in Religious Studies ²

¹ Must be taken in final spring semester.

² Majors are encouraged to enroll multiple times in THRS 450W Themes in Theological Studies and THRS 451W Themes in Religious Studies 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

Units: 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

Units: 3

A survey of the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape cultures 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

Units: 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

Units: 3

A study of the Bible: its formation, historical character, primary themes, and interpretation.

THRS 119 | CHRISTIANITY AND ITS PRACTICE

Units: 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

Units: 3 Repeatability: Yes (Can be repeated for Credit)

An examination of selected issues or themes in religion, 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 topic offerings is available on the department website.

THRS 203 | SPECIAL TOPICS IN RELIGIOUS STUDIES

Units: 3 Repeatability: Yes (Can be repeated for Credit)

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 topic offerings is available on the department website.

THRS 301 | RELIGION CAFÉ: MAJORS AND MINORS SEMINAR

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 114 or THRS 116 or THRS 119 or THRS 202 or THRS 203

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 or minor.

THRS 312 | THE HINDU TRADITION

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 203

A historical and systematic study of Indian religion from the Vedic revelation to modern theologians, with special emphasis on points of contact between Hindu and Christian thought.

THRS 313 | JEWISH FAITH AND PRACTICE

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 116 or THRS 203

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions.

THRS 314 | BUDDHIST THOUGHT AND CULTURE

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 203

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.

THRS 315 | ISLAMIC FAITH AND PRACTICE

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 203

This course is designed to provide students with a basic introduction to Islam. The monotheistic belief system and the concept of Qur'anic law will be the focus of the early part of the course. Brief overview of its early history will be followed by discussions on questions of interpretation, reform, and renewal.

THRS 316 | THE DAOIST TRADITION

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 203

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.

THRS 317 | RELIGIONS OF CHINA

Units: 3

Prerequisites: THRS 110 or THRS 112 or THRS 203

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.

THRS 318 | ISLAM, WOMEN AND LITERATURE**Units: 3**

Prerequisites: THRS 110 or THRS 112 or THRS 203

The course will set in perspective the diversity of cultural manifestations of Islam in its regard for women. It will require a selective exploration of literary works. The writings reflect debates regarding the ever-changing role of Muslim women within various religious, social, geographic, economic and political contexts, primarily in the last 50 years, a period of significant historical change in the Muslim world.

THRS 320 | NATIVE AMERICAN RELIGIOUS TRADITIONS**Units: 3**

Prerequisites: THRS 110 or THRS 112 or THRS 203

A historical and systematic investigation into the spiritual contribution of Native Americans, their ethos, and their meaning for Christianity and the future of humanity.

THRS 321 | AFRO-LATIN RELIGIONS**Units: 3**

Prerequisites: THRS 110 or THRS 112 or THRS 203 or THRS 358

This course studies the three main religions of African origins in Latin America and the United States. Lukumi/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.

THRS 330 | FOUNDATIONS OF CHRISTIAN ETHICS**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

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.

THRS 331 | SEXUAL ETHICS IN THE CATHOLIC TRADITION**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

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.

THRS 334 | CHRISTIAN SOCIAL ETHICS**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition.

THRS 335 | CATHOLIC SOCIAL THOUGHT**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A study of modern Catholic social teaching with a focus on major official Catholic documents since the late nineteenth century that have dealt with moral issues of contemporary social problems: from the economic aftermath of the Industrial Revolution to globalization, international relations, environmental change, and contemporary warfare.

THRS 336 | RELIGIOUS PEACEBUILDING AND RECONCILIATION**Units: 3**

An exploration of the theory and practice of religious peacebuilding and a survey of constructive resources for conflict transformation, violence prevention, and reconciliation processes in divided societies. Prereq: Any lower division THRS course or consent of instructor.

THRS 341 | CHRISTIAN WORSHIP**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

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.

THRS 342 | CHRISTIAN SACRAMENTAL PRACTICE**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A study of the practice, history, and theology of Christian initiation, eucharist, penance, anointing of the sick, holy orders, and matrimony.

THRS 343 | CHRISTIAN MARRIAGE**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

THRS 353 | EARLY CHRISTIANITY**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A study of the theology and religious practices of the first five centuries of Christianity.

THRS 354 | THE MEDIEVAL CHURCH**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A study of the theology and religious practices of Western Christianity from the sixth through the 15th centuries.

THRS 355 | THE REFORMATION ERA**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A study of the theologies and religious traditions leading to, and expressed in, diverse ecclesial communities in Christianity during the 16th and 17th centuries.

THRS 356 | CATHOLICISM IN THE UNITED STATES**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

The history of the Catholic Church in the United States of America and theological reflection upon its unique development and characteristics.

THRS 357 | SAINTS AND SINNERS IN U.S. PROTESTANTISM**Units: 3**

The histories and theologies of Protestantism in the United States from the perspective of individuals and movements that have had significant intellectual and cultural influence, for example on issues of gender, politics, or science. This course is usually taught through role-playing simulation games. Prereq: Any lower division THRS course or consent of instructor.

THRS 358 | LATINO/A CATHOLICISM**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A culturally contextualized study of the beliefs and practices of Latino/a Catholics in the U.S., with particular emphasis on popular Catholicism.

THRS 360 | JESUS IN CHRISTIAN TRADITION**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition.

THRS 361 | CHRISTIAN UNDERSTANDING OF THE HUMAN PERSON**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and to creation.

THRS 362 | CHRISTIAN UNDERSTANDINGS OF SALVATION**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives.

THRS 363 | BELIEF AND UNBELIEF**Units: 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**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

An investigation of the origin, nature, and function of the Church, primarily from the Catholic perspective.

THRS 366 | THE PROBLEM OF GOD**Units: 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**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202

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.

THRS 368 | LATINO/A THEOLOGIES**Units: 3**

Prerequisites: THRS 114 or THRS 116 or THRS 119 or THRS 202 or THRS 358

An analysis of the contexts, major themes, authors, and texts of U.S. Latino/ a and/or Latin American theologies. Liberation and cultural theologies will be emphasized.

THRS 369 | LIBERATION THEOLOGY**Units: 3**

A study of the origin, characteristics, method, central themes, and current expressions of liberation theology. Special emphasis on the understanding of revelation, God, Jesus Christ, the Church, the human being, Christian ethics, social justice, and Christian spirituality. Prereq: Any lower division THRS course or consent of instructor.

THRS 370 | GENDER AND RELIGION IN THE UNITED STATES**Units: 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. Prereq: Any lower division THRS course, or consent of instructor.

THRS 371 | CULTS AND SECTS IN THE UNITED STATES**Units: 3**

An examination of new religious movements commonly called cults and sects in the U.S. Prereq: Any lower division THRS course, or consent of instructor.

THRS 381 | THE FIVE BOOKS OF MOSES**Units: 3**

Prerequisites: THRS 116

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition, and their theological contributions to Judaism and Christianity.

THRS 382 | THE PROPHETIC TRADITION OF ISRAEL**Units: 3**

Prerequisites: THRS 116

A study of Old Testament prophets in their historical, social, and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world.

THRS 383 | GOSPELS OF MATTHEW, MARK & LUKE**Units: 3**

Prerequisites: THRS 116

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels.

THRS 385 | PAUL, THE MAN & HIS MESSAGE**Units: 3**

Prerequisites: THRS 116

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life.

THRS 386 | JOHANNINE THEOLOGY**Units: 3**

Prerequisites: THRS 116

A study of the Johannine writings, particularly the Gospel. Some of the major themes examined are Christology, Trinitarian doctrine, and eschatology.

THRS 388 | THE WORLD OF THE BIBLE**Units: 3**

A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

THRS 390 | HOLOCAUST: DEATH OF GOD OR DEATH OF HUMANITY?**Units: 3**

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

THRS 394 | TOPICS IN THEOLOGY AND RELIGIOUS STUDIES**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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. Prereq: If any varies with instructor and topic.

THRS 450W | THEMES IN THEOLOGICAL STUDIES**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: THRS 301

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. Prereq: THRS 301; declared major or minor in THRS.

THRS 451W | THEMES IN RELIGIOUS STUDIES**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: THRS 301

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. Prereq: THRS 301; declared major or minor in THRS.

THRS 499 | DIRECTED INDIVIDUAL STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisite: Consent of instructor and approval of the department chair and the dean.

Paralegal Studies

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.

Director

Susan M. Sullivan, MA

The undergraduate certificate program in Paralegal Studies includes 18 units of coursework. All students in the program must complete:

PLST 400	Introduction to Law	2-2.5
PLST 405	Legal Research	2-3.5
PLST 498	Internship	2-6
Select a specialty course from:		9-12
PLST 420	Business Litigation	
PLST 450	General Litigation	
non-credit computer course		

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.

Recommended Program of Study, Paralegal Studies

Junior Year

Semester I		Hours
ENGL 304W	Advanced Composition (or comparable writing course)	3

Semester II

PLST 400	Introduction to Law	2
PLST 405	Legal Research	2

Senior Year

Semester I		
PLST 420 or 450	Business Litigation General Litigation	9

Semester II

PLST 498 Internship

2

Courses

PLST 400 | INTRODUCTION TO LAW

Units: 2-2.5

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

Units: 2-3.5

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

Units: 9-12

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

Units: 9-12

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

Units: 2-6

Students are placed in law offices, legal clinics, government agencies, and corporations to gain legal experience by working in the business environment.

School of Business Administration

Administration

David F. 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
 Jewel Leonard, JD, ASSISTANT Dean, Undergraduate Programs

Undergraduate Programs

Thomas M Dalton, PhD, CPA, Director

Graduate Programs

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, Faculty Director

Supply Chain Management Institute

Joel Sutherland, MBA, Managing 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

Ms. Jacqueline Akerblom, Grant Thornton LLP
 Dr. Marjorie Blanchard, The Ken Blanchard Companies
 Dr. Allan Bombard, Sequenom, Inc.
 Mr. Robert Bruning, Ernst & Young LLP, San Diego
 Mr. Malin Burnham, Cushman & Wakefield of San Diego, Inc.
 Mr. Peter Cardasis, M.I.C. Global Partners, LLC
 Ms. Kate Collier, Sempra Energy
 Mr. Tres Conrique, Rancho Santa Fe Technology
 Mr. Chris Crane, Edify
 Mr. J. Scott Di Valerio, Outerwall Inc.
 Mr. John Kontopuls, Elite Show Services, Inc.
 Mr. Kenneth Koo, Tai Chong Cheang Group
 Mr. Andy Laats, Nixon, Inc.
 Mr. Robert J. Mac Kay, PepsiCo Americas Beverages
 Mr. Michael Mack, Garden Fresh Restaurant Corp. (former)
 Mr. Luis Maizel, LM Advisors, LLC
 Ms. Michele Moore, Zemax Development Corporation (former)
 Mr. Henry Nordhoff, Gen-Probe Inc. (former)
 Dr. David Pyke, University of San Diego
 Mr. Garry Ridge, WD-40 Company
 Mr. Paul Rodeno, Citizens Business Bank
 Mr. Bryce Ruiz, Ruiz Foods, Inc. (former)
 Mr. Brian Sagi, Cerian Technology Ventures, LLC
 Dr. Jonathan Scheff, Health Net, Inc. (former)
 Mr. Neal Schmale, Sempra Energy (former)
 Ms. Susan Snow, OSAS, Inc.
 Ms. Janean Stripe, RJL Wealth Management, LLC
 Mr. Richard Valencia, Qualcomm Life
 Mr. Thomas Yang, PrimeGenesis

Accountancy Programs Executive Board

Mr. Ahmed Abbas, Sempra Energy
 Mr. Dana Basney, CBIZ MHM, LLC, retired
 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. Bryce Aberg, Cassidy Turley BRE Commercial
 Mr. Robert F. Anselmo, The Corky McMillin Companies
 Mr. David Bark, First American Title Insurance Co.
 Mr. Robert D. Bell, Esq., McKenna Long & Aldridge LLP
 Mr. Thomas G. Blake, Coast Income Properties, Inc.

Ms. Deborah A. Bossmeyer, Stewart Title of California
 Mr. Matt Carlson, Cushman & Wakefield
 Mr. Richard A. Caterina, Johnson Capital
 Ms. Kristen Conner, PricewaterhouseCoopers
 Mr. David F. Davis, D.F. Davis Real Estate, Inc.
 Mr. Lionel R. Deschamps, KPMG LLP
 Mr. Curtis Gabhart, ACI Apartments
 Mr. Louis A. Galuppo, Galuppo & Blake APLC
 Mr. Brian Gates, H.G. Fenton Co.
 Mr. Mark Hoekstra, Heritage Real Estate Advisors, Inc.
 Mr. Jerry H. Jacquet, Meissner Jacquet Investment Management Services
 Mr. Michael Kazemzadeh, City National Bank
 Mr. Jim Lavery, Barney & Barney, LLC
 Mr. Daniel P. McCarthy, Cushman & Wakefield
 Mr. David Michan, Strata Equity Group, Inc.
 Mr. Rodd R. Miller, Miller Wealth Management
 Mr. Nathan L. Moeder, The London Group Realty Advisors, Inc.
 Ms. Vicki R. Mullins, Newland Real Estate Group, LLP
 Mr. James Nigro, U.S. Bank
 Mr. John S. Pagliuso, Wells Fargo
 Mr. Christopher J. Pascale, CB Richard Ellis, Inc
 Mr. Daniel J. Phelan, Pacific Southwest Realty Services
 Mr. R. Andrew Pollin, The Pollin Group
 Ms. Renee M. Savage, Capital Growth Properties, Inc.
 Mr. Roger Simsiman, Rho Advisory Group
 Ms. Lori E. Smith, Smith Financial Networks
 Ms. Kelly A. Souza, Wells Fargo
 Mr. Jeffrey R. Stoke, Esq., Procopio, Cory, Hargreaves & Savitch
 Mr. Shawn Tobias, Hines
 Mr. John Vorsheck, Marcus & Millichap
 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.
 Mr. Steven Black, Cisterra Development
 Mr. Marc Brutton, Westcore Properties
 Ms. Barbara R. Cambon, Snowcreek Management Co.
 Ms. Gina Champion-Cain, American National Investments, Inc.
 Mr. Anthony Carr, Carlo Development
 Mr. Dennis S. Cruzan, Cruzan Monroe Investments
 Mr. Stephen Doyle, Sandy Point Properties
 Dr. Douglas G. Duncan, Fannie Mae
 Mr. Daniel J. Epstein, The ConAm Group
 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. 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. Jim Kelly, CT Realty Investors
 Mr. Rob Lankford, Lankford & Associates, Inc.
 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, La Jolla Management Co.
 Mr. James P. Previti, Guardian Companies
 Mr. Jeffrey L. Reed, Wells Fargo
 Mr. Matthew J. Reno, Reno Contracting, Inc.

Mr. Jerry Sanders, San Diego Regional Chamber of Commerce
 Mr. Steve Scott, Kilroy Realty Corp.
 Mr. Angelo G. Tsakopoulos, Tsakopoulos Investments
 Mr. Joseph B. Tyson, Cisterra Development
 Mr. Michael Verbeck, Ernst & Young LLP
 Mr. Douglas P. Wilson, Douglas Wilson Companies
 Mr. Alex F. Zikakis, Capstone Advisors

Ex Officio Members

Mr. Joseph C. Anfuso, ColRich Communities
 Mr. Christopher J. Pascale, CB Richard Ellis
 Dr. Manzur Rahman, University of San Diego

Emeritus Members

Mr. Malin Burnham, Burnham Foundation
 Ms. Julie Dillon, Dillon Development Inc.
 Mr. Peter J. Hall, Realty Advisory Services
 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
 Mr. Thomas Sudberry, Jr., Sudberry Properties, Inc.
 Mr. Herbert B. Tasker, Mason-McDuffie Mortgage Corp

Burnham-Moores Center for Real Estate, Residential Real Estate Committee

Chair: Mr. Joseph Anfuso, ColRich Communities
 Mr. Edward Aloe, CALCAP Advisors Inc.
 Mr. Steven C. Atwood, Provident Bank Mortgage
 Mr. Paul Barnes, Shea Homes San Diego
 Mr. Alex Beaton, Alex Beaton:Real Estate
 Mr. Robert Bohrer, Wakeland Housing and Development Corporation
 Mr. Robert C. Cummings, Chelsea Investment Corporation
 Mr. Richard C. Gentry, San Diego Housing Commission
 Mr. Daniel Golovoto, Equity Residential
 Mr. Joseph S. Greenblatt, Sunrise Management
 Mr. Robert S. Griswold, Griswold Real Estate Management, Inc.
 Mr. Stephen H. Hinkley, Centre Trust Advisors Capital Partners
 Ms. Lori Holt Pfeiler, San Diego Habitat for Humanity
 Mr. Michael T. Mercurio, Esq., San Diego Association of Realtors
 Mr. Michael Nagy, San Diego Regional Chamber of Commerce
 Mr. Alan N. Nevin, Xpera Group
 Mr. John Olinski, OneWest Bank
 Mr. William Ostrem, Black Mountain Ranch, LLC
 Ms. Laura Pephens, Residential Wholesale Mortgage, Inc.
 Mr. Lorne R. Polger, Esq., Pathfinder Partners, LLC
 Ms. Sue Reynolds, Community Housing Works
 Ms. Susan Riggs Tinsky, San Diego Housing Federation
 Mr. James J. Schmid, Esq., Chelsea Investment Corp.
 Mr. Rick A. Snyder, R.A. Snyder Properties, Inc.
 Mr. Christopher Thornberg, Beacon Economics
 Mr. Phil Wagner, Trumark Homes
 Mr. John Wickenhiser, Wells Fargo
 Mr. Borre Winckel, Building Industry Association of San Diego County

Burnham-Moores Center for Real Estate, Young Entrepreneurs Council

Chair: Ms. Ann Bruce, Cruzan Monroe Investments
 Ms. Erendira Cervantes, Sunwood Ventures
 Ms. Emma Epes, Ernst & Young LLC

Mr. Brian Gates, H.G. Fenton Co.
 Mr. Matthew Grosz, Chelsea Investment Corp.
 Mr. Fernando R. Landa Esq., Crosbie Gliner Schiffman Southard & Swanson LLP
 Ms. Courtney Murphy, The Irving Group
 Ms. Kelly Souza, Wells Fargo
 Ms. Limor Spilky, Location Matters

Center for Peace and Commerce Executive Advisory Committee

Mr. Mark Bowles, ecoAtm
 Mr. Alberto Coppel
 Mr. Jeff Church, Nika Water
 Ms. Diana Glaser, Rady's Children's Hospital
 Ms. Cheryl Goodman, Social Global Mobile
 Mr. Siyamak Khorrami, Sky River Communications
 Mr. Greg Matthews, Pacific Western Bank
 Mr. Ned McMahon, Malama Composites
 Ms. Liz Nutting, BofI Federal Bank
 Mr. Steve Paljieg, Kimberly Clark
 Mr. Bennett Peji, BennettPejiDesign
 Mr. Charlie Piscitello, Petco/Petco Foundation
 Mr. Jorge Riquelme, Bayside Community Center
 Ms. Peg Ross, Project Concern International
 Ms. Gloria Sandvik, Sandvik & Associates
 Ms. Janine Schooley, Project Concern International
 Ms. Elisa Sabatini, Via International
 Mr. Lee Sorensen, Institute Economics and Peace
 Mr. Shawn Wamstad, Bernstein Wealth Management
 Ms. Michelle Weinger

Master of Science in Executive Leadership Advisory Board

Dr. Curtis Cook, University of San Diego
 Dr. Manzur Rahman, 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

Master of Science in Global Leadership Advisory Board

Ms. Amy Breen, Teva Pharmaceuticals
 Mr. Jim Caltrider, TrendSource
 COL Michael Dyer (USMC Ret.), Shackleton Group, Inc.
 Ms. Louise Gray, Sony Computer Entertainment America
 CAPT Alan Lerchbacker (USN Ret.), The Miller Group
 Mr. Matt Muga, Qualcomm
 Ms. Gilda Reeves, Reef Point Realty
 CAPT (Sel.) Michael Steffen, U.S. Navy
 Mr. Duane Trombly, Community Behavioral Health Solutions
 Ms. Inna Zozulyak, International Stem Cell Corporation

Supply Chain Management Institute Advisory Board

Mr. Jimmy Anklesaria, Anklesaria Group
 Ms. Debbie Avila, Southern California Edison
 Ms. Maria Bastian Thompson, Agile Sourcing Partners, Inc.
 Ms. Rosemary Coates, Blue Silk Consulting
 Ms. Cathie Deal, ViaSat
 Ms. Carrie Ericson, AT Kearney Procurement & Analytic Solutions
 Mr. Fred Gilbert, UTi
 Mr. Dean Gordon, Jack in the Box
 Mr. William Green, Salesforce.com
 Mr. James Hill, Targus Group International
 Mr. Vince Kasperick, AimLoan.com
 Mr. Steve Kewley, Solar Turbines
 Mr. Mark Mealy, UTi

Mr. Angel Mendez, Cisco Systems, Inc.
 Mr. Jose Munoz-Gonzalez, AMETEK
 Mr. Nohelty Nevin, WD-40 Company
 Mr. Tom Olesen, Bonneville Power Administration
 Mr. Mark Palamar, QUALCOMM
 Mr. Walter Rhodes, Southern California Edison
 Ms. Lisa Shambro, Foundation for Strategic Sourcing
 Mr. Jim Smith, Northrop Grumman Corporation
 Ms. Cindy Urbaytis, Institute for Supply Management
 Mr. Joe Velasquez, Sempra Energy Utilities
 Mr. David Wilson, HD Supply

Centers and Institutes

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 Ahlers (<http://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.

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 the Breakfast at the BMC, a distinguished leader series 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 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. Undergraduate students can choose real estate as either a major or a minor. 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 offers field trips to unique real estate development projects. The Master of Science in Real Estate (MSRE) degree program provides professionals the opportunity to advance their real estate career by expanding their knowledge base and developing new skills. All students benefit from the Center's wide range of networking opportunities, Programs and events and career services. The real estate alumni association continues the lifelong relationships begun at USD and nurtured thereafter.

For additional information about the Burnham-Moores Center for Real Estate and its offerings, please go to Real Estate (<http://www.usdrealstate.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 building a sustainable world through fresh thinking and action, integrating business principles and effective management with innovative ideas for building peace and reducing poverty.

The CPC administers the Social Innovation Challenge, a vehicle for students to design and launch a social venture. This includes the Idea Labs series that provide student assistance with inspiration, ideation, business model design, identifying best practices, identifying social impact, pitch deck coaching, speed coaching and mentoring and pitch rehearsing. For additional information please go to CPC (<http://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.

Finance Institute for Education and Research

The Institute for Finance Education and Research serves as the bridge between academia and industry in the field of Finance. The Institute sponsors research, teaching and the application of financial knowledge in the global corporation and investment communities. The Institute's mission is to connect students, alumni, Faculty and the finance community to transform fundamental knowledge into applicable practices that benefit today's global economy.

Supply Chain Management Institute

The 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 since the mid-1980's. The Institute provides students with purposeful opportunities to interact with

and learn from leading practitioners in supply chain management through on-campus conferences, facility tours, guest speakers, interactive workshops and Executive education. SCMI also assists students and alumni with career placement through its annual career fair and year-round access to leading corporations with opportunities for both internships and long-term placement. The student division of the Institute, 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).

Faculty

Andrew T. Allen, PhD

Craig B. Barkacs, MBA, JD

Linda Barkacs, JD

Annalisa Barrett, MBA

Kenneth Bates, PhD

Barbara Bliss, PhD

Tara Ceranic, PhD

Jason Chen, PhD

Lawrence Chisesi, PhD

Stephen J. Conroy, 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

Andrea Godfrey Flynn, 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

Jane Jollineau, PhD

Mark Thomas Judd, MIB, CPA

Amitkumar Kakkad, PhD

Rangapriya Kannan-Narasimhan, PhD

Timothy P. Kelley, PhD, CPA

Deborah Kelly, DBA

David Keszei, MBA

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

Jennifer Mueller, PhD

Andrew J. Narwold, PhD

Biljana Nikolic, PhD

Cynthia Nitsch, MA

Carlton O'Neal, MBA, JD

Joan Passovoy, MBA

Diane D. Pattison, PhD

Cynthia Pavett, PhD

Johan Perols, PhD, CPA

Jillian Phillips, PhD, CPA

Morgan Poor, PhD

David F. Pyke, PhD

Manzur Rahman, PhD, JD

Justine Rapp, PhD

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, LL.M., PhD, JD, CPA

Tyagarajan N. Somasundaram, PhD

Steven W. Sumner, PhD

Marko Svetina, PhD

Charles J. Teplitz, DBA, CPIM, PMP

Charles Tu, PhD

Adriana Vamosiu, PhD

Vicente Vargas, PhD

Barbara E. Withers, PhD

Wenli Xiao, PhD

Dirk S. Yandell, PhD

PengCheng Zhu, PhD, CFA

Carsten Zimmermann, PhD

Dennis P. Zocco, PhD

Paralegal Studies Certificate Program

Tara Murphy, JD, DIRECTOR

Centers, Institutes and Programs

Stephen J. Conroy, PhD, Faculty Director, Center for Peace and Commerce

Denise Dimon, PhD, Director, Ahlers Center for International Business

Diane D. Pattison, Director, Accountancy Institute

Mark J. Riedy, PhD, Executive Director, Burnham-Moores Center for Real Estate

Joel Sutherland, MBA, Managing Director, Supply Chain Management Institute

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 MATH 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.

Accountancy

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	3
ACCT 202	Principles of Managerial Accounting	3

ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130 or MATH 150	Survey of Calculus Calculus I	3-4

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:

Business Component (24 units)

DSCI 300	Prescriptive Business Analytics (3)	3
DSCI 303	Operations Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 490	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3

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	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
ACCT 303	Accounting Information Systems	3
ACCT 306	Federal Tax Accounting I	3
ACCT 401	Advanced Accounting	3
ACCT 407	Federal Tax Accounting II	3
ACCT 408	Auditing	3

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	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
ACCT 303	Accounting Information Systems	3
ACCT 306	Federal Tax Accounting I	3
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management	3
Select one of the following ACCT elective courses:		3
ACCT 401	Advanced Accounting	
ACCT 407	Federal Tax Accounting II	
ACCT 408	Auditing	
Select one of the following courses:		3
BSCM 303	Strategic Cost Management	
BUSN 377	Negotiation in a Global Business Environment	
Any other BSCM prefixed course numbered above 303		3

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	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
ACCT 303	Accounting Information Systems	3
ACCT 306	Federal Tax Accounting I	3
Select one of the following ACCT elective courses:		3
ACCT 401	Advanced Accounting	
ACCT 407	Federal Tax Accounting II	
ACCT 408	Auditing	
Select three of the following Finance/Real Estate elective courses:		9
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	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
ACCT 303	Accounting Information Systems	3
ACCT 306	Federal Tax Accounting I	3
Select one of the following ACCT elective courses:		3
ACCT 401	Advanced Accounting	
ACCT 407	Federal Tax Accounting II	
ACCT 408	Auditing	
Select three of the following ITMG elective courses:		9
ITMG 310	Business & Organizational Application Programming & Development (3)	
ITMG 320	Database Design and Business Intelligence Implementation (3)	
ITMG 330	Electronic Commerce	
ITMG 340	Introduction to Web Site Design	
ITMG 350	Management Information Systems	
ITMG 360	Computer Networks, Security, and Forensics	
ITMG 440	Interactive Mobile and Web Application Development	
ITMG 494	Special Topics	

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 all of the 24 units of upper-division major.

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.

Recommended Program of Study Bachelor Of Accountancy Option 1: Accountancy

Freshman Year

Semester I		Hours
Preceptorial		3
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
CC or electives		6-7
Semester II		
ECON 102	Principles of Macroeconomics	3

MATH 130 or 150	Survey of Calculus Calculus I	3-4
CC or electives		9-10

Sophomore Year

Semester I

ACCT 201	Principles of Financial Accounting	3
ECON 216	Statistics for Business and Economics	4
CC or electives		9

Semester II

ACCT 202	Principles of Managerial Accounting	3
ITMG 100	Information Systems	3
CC or electives		9-10

Junior Year

Semester I

ACCT 300	Intermediate Accounting I	3
ACCT 302	Cost Accounting	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
CC or electives		3-4

Semester II

ACCT 301	Intermediate Accounting II	3
ACCT 303	Accounting Information Systems	3
ETLW 302D	Business and Society	3
MKTG 300	Fundamentals of Marketing	3
CC or electives		3-4

Senior Year

Semester I

ACCT 306	Federal Tax Accounting I	3
ACCT 401	Advanced Accounting	3
DSCI 300	Prescriptive Business Analytics (3)	3
ETLW 311	Business Law I	3
CC or electives		3-4

Semester II

ACCT 408	Auditing	3
DSCI 303	Operations Management	3
ACCT 407	Federal Tax Accounting II	3
MGMT 490	Strategic Management	3
CC or electives		3-4

Recommended Program of Study Bachelor of Accountancy Option 2: Accountancy and Supply Chain Management

Freshman Year

Semester I		Hours
Preceptorial		3
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
CC or electives		6-7
Semester II		
ECON 102	Principles of Macroeconomics	3

MATH 130 or 150	Survey of Calculus Calculus I	3-4
CC or electives		9-10
Sophomore Year		
Semester I		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Statistics for Business and Economics	4
CC or electives		9
Semester II		
ACCT 202	Principles of Managerial Accounting	3
ITMG 100	Information Systems	3
CC or electives		9-10
Junior Year		
Semester I		
ACCT 300	Intermediate Accounting I	3
ACCT 302	Cost Accounting	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
CC or electives		3-4
Semester II		
ACCT 301	Intermediate Accounting II	3
ACCT 303	Accounting Information Systems	3
BSCM 300	Global Purchasing and Supply Management	3
ETLW 302D	Business and Society	3
MKTG 300	Fundamentals of Marketing	3
Senior Year		
Semester I		
ACCT 306	Federal Tax Accounting I	3
BSCM 302	Introduction to Supply Chain Management	3
DSCI 300	Prescriptive Business Analytics (3)	3
ETLW 311	Business Law I	3
CC or Elective		3-4
Semester II		
BSCM Elective		3
DSCI 303	Operations Management	3
MGMT 490	Strategic Management	3
ACCT Elective		3
CC or Elective		3-4

Minor in Accounting (21 units)

Required Courses

ITMG 100	Information Systems	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ACCT 300	Intermediate Accounting I	3
ACCT 302	Cost Accounting	3

Elective Courses

ACCT upper-division courses		6
-----------------------------	--	---

Accountancy Courses (ACCT)

ACCT 201 | PRINCIPLES OF FINANCIAL ACCOUNTING

Units: 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.

ACCT 202 | PRINCIPLES OF MANAGERIAL ACCOUNTING

Units: 3

Prerequisites: ACCT 201 and ITMG 100 (Can be taken Concurrently)
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.

ACCT 300 | INTERMEDIATE ACCOUNTING I

Units: 3

Prerequisites: ACCT 202 and (MATH 130 or MATH 150 or MATH 151)
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.

ACCT 301 | INTERMEDIATE ACCOUNTING II

Units: 3

Prerequisites: ACCT 300 and (MATH 130 or MATH 150 or MATH 151)
Extension of Intermediate Accounting I. Topics covered include long-term liabilities, pensions, leases, deferred taxes, and owners' equity issues.

ACCT 302 | COST ACCOUNTING

Units: 3,4

Prerequisites: ACCT 202 and (MATH 130 or MATH 150 or MATH 151)
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.

ACCT 303 | ACCOUNTING INFORMATION SYSTEMS

Units: 3

Prerequisites: ACCT 300 and ACCT 302 and (MATH 130 or MATH 150 or MATH 151)
Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis, and related internal controls.

ACCT 306 | FEDERAL TAX ACCOUNTING I

Units: 3

Prerequisites: ACCT 201 and (MATH 130 or MATH 150 or MATH 151)
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.

ACCT 401 | ADVANCED ACCOUNTING

Units: 3

Prerequisites: ACCT 301 and (MATH 130 or MATH 150 or MATH 151)
Accounting and reporting for business combinations, foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals.

ACCT 407 | FEDERAL TAX ACCOUNTING II**Units: 3**

Prerequisites: ACCT 300 and ACCT 306 and (MATH 130 or MATH 150 or MATH 151)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material.

ACCT 408 | AUDITING**Units: 3**

Prerequisites: ACCT 301 and ACCT 303 and (MATH 130 or MATH 150 or MATH 151)

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.

ACCT 494 | SPECIAL TOPICS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 130 or MATH 150 or MATH 151

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.

ACCT 498 | INTERNSHIP**Units: 1-3**

Prerequisites: MATH 130 or MATH 150 or MATH 151

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.

ACCT 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 130 or MATH 150 or MATH 151

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

Business Administration

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	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130 or MATH 150	Survey of Calculus Calculus I	3

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:

Business Component

DSCI 300	Prescriptive Business Analytics (3)	3
DSCI 303	Operations Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 490	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3

Elective Component

Select one Finance elective from the following:		3
FINA 401	Commercial Bank Management	
FINA 402	Investments	
FINA 403	Derivatives (3)	
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	
Select one Management elective from the following:		3
MGMT 301	Organizational Theory and Global Leadership (3)	
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	
MGMT 311	Business Leadership	
MGMT 312	Global Social Entrepreneurship (3)	
MGMT 492	Strategy Simulation	
MGMT 494	Special Topics	
Select one Marketing elective from the following:		3
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	

MKTG 330	Professional Selling	
MKTG 340	Digital Marketing and Social Media	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns (3)	
MKTG 355	Introduction to Public Relations	
MKTG 410	Marketing Research	
MKTG 420	Consumer Behavior	
MKTG 430	Public Policy and Marketing: The Broader Role of Marketing in Society	
MKTG 480	Advanced Marketing Project	
MKTG 490	Marketing Strategy	
MKTG 494	Special Topics	
SBA Upper-Division Electives (6 units required)		6

The business administration major requires a minimum of 24 Upper-Division Units in the major be completed at USD.

Recommended Program of Study, Bachelor of Business Administration

Freshman Year

Semester I		Hours
Preceptorial		3
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
CC or electives		6-7

Semester II

ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130 or 150	Survey of Calculus or Calculus I	3-4
CC or electives		6-7

Sophomore Year

Semester I

ACCT 201	Principles of Financial Accounting	3
ECON 216	Statistics for Business and Economics	4
CC or electives		9

Semester II

ACCT 202	Principles of Managerial Accounting	3
CC or electives		12-13

Junior Year

Semester I

FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3
CC or electives		6-7

Semester II

DSCI 300	Prescriptive Business Analytics (3)	3
ETLW 302D	Business and Society	3
Major elective		3
CC or electives		6-7

Senior Year

Semester I

DSCI 303	Operations Management	3
ETLW 311	Business Law I	3
Major elective		6
CC or electives		3-4

Semester II

MGMT 490	Strategic Management	3
Major elective		6
CC or electives		6-7

Minor in Business Administration (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
MGMT 300	Organizational Behavior	3

Elective Courses

Any pre-approved upper-division business elective		6
---	--	---

Business Courses (BUSN)

BUSN 361 | INTRODUCTION TO INTERNATIONAL BUSINESS

Units: 3

Prerequisites: MATH 130 or MATH 150 or MATH 151

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

Units: 3

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

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

Units: 3

Prerequisites: MATH 130 or MATH 150 or MATH 151

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 experimental exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components.

BUSN 383 | PROJECT MANAGEMENT

Units: 3

Prerequisites: (MATH 130 or MATH 150)

BUSN 401W | BUSINESS COMMUNICATION

Units: 3

Prerequisites: MATH 130 or MATH 150 or MATH 151

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.

BUSN 494 | SPECIAL TOPICS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 130 or MATH 150 or MATH 151

BUSN 498 | INTERNSHIP**Units: 1-3**

Prerequisites: MATH 130 or MATH 150 or MATH 151

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.

BUSN 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 130 or MATH 150 or MATH 151

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.

Business Economics

The business economics major prepares students for careers in business management or public administration and for post-baccalaureate studies in business, economics, or law.

The courses in the business economics major serve two purposes:

1. they give students a broad background in the major functional areas of business administration; and
2. they allow students to focus on the field of economics.

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	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3-4
or MATH 150	Calculus I	

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:

Major in Business Economics (39 units)

Business Component

DSCI 303	Operations Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3

Economics Component

ECON 201	Intermediate Microeconomics	3
ECON 202	Intermediate Macroeconomics	3
ECON 370	Applied Econometrics	3
ECON 373	Managerial Economics	3
ECON 490W	Senior Seminar	3
Elective courses		
Any pre-approved ECON Upper-Division Electives		6

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.

ECON 101 | PRINCIPLES OF MICROECONOMICS**Units: 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**Units: 3**

Prerequisites: ECON 101

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.

ECON 201 | INTERMEDIATE MICROECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently))

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.

ECON 202 | INTERMEDIATE MACROECONOMICS**Units: 3**

Prerequisites: ECON 102

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.

ECON 216 | STATISTICS FOR BUSINESS AND ECONOMICS**Units: 4**

Prerequisites: MATH 130 or MATH 150

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.

ECON 302 | PUBLIC FINANCE**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 304 | URBAN ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 308 | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 310 | MONEY AND BANKING**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 322 | LABOR ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 324 | INDUSTRIAL ORGANIZATIONS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 327 | LAW AND ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 333 | INTERNATIONAL ECONOMICS**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 337 | ECONOMIC DEVELOPMENT OF ASIA**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 353 | SPORTS ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 370 | APPLIED ECONOMETRICS**Units: 3**

Prerequisites: ECON 201 and ECON 202 and ECON 216 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 371 | BUSINESS CYCLES AND FORECASTING**Units: 3**

Prerequisites: ECON 102 and ECON 216 and (MATH 130 or MATH 150)
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.

ECON 373 | MANAGERIAL ECONOMICS**Units: 3**

Prerequisites: ECON 102 and ECON 216 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 375 | GAME THEORY**Units: 3**

Prerequisites: ECON 101 and ECON 216 and (MATH 130 or MATH 150)
Develops a conceptual framework to understand strategic behavior in economics and business environments and examines models of strategic thinking in interactive situations. Analyzes how to represent strategic situations as games and develops basic solution concepts to predict their outcomes. Topics include the use of credible threats and promises, repeated games, backward induction, strategic use of information through signaling, and bidding in auctions.

ECON 380 | ADVANCED ECONOMIC THEORY**Units: 3**

Prerequisites: ECON 102 and MATH 150

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.

ECON 490W | SENIOR SEMINAR**Units: 3**

Prerequisites: ECON 370 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 494 | SPECIAL TOPICS**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 498 | INTERNSHIP**Units: 1-3**

Prerequisites: (MATH 130 or MATH 150)

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.

ECON 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)
Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

Economics

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	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130 or MATH 150	Survey of Calculus (or Calculus I) Calculus I	3-4

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and MATH 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

ECON 201	Intermediate Microeconomics	3
ECON 202	Intermediate Macroeconomics	3
ECON 370	Applied Econometrics	3
ECON 490W	Senior Seminar	3

Elective units

Any pre-approved ECON upper-division elective	18
---	----

The economics major requires a minimum of 18 Upper-Division Units in the major to be completed at USD.

Recommended Program Of Study, Bachelor of Arts in Economics

Freshman Year

Semester I	Hours
Preceptorial	3
ECON 101 Principles of Microeconomics	3
MATH 115 College Algebra	3
CC or electives	6-7

Semester II

ECON 102 Principles of Macroeconomics	3
ITMG 100 Information Systems	3
MATH 130 Survey of Calculus or 150 Calculus I	3
CC or electives	6-7

Sophomore Year

Semester I	
ECON 202 Intermediate Macroeconomics	3
ECON 216 Statistics for Business and Economics	4
CC or electives	9

Semester II

ACCT 201 Principles of Financial Accounting	3
ECON 201 Intermediate Microeconomics	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	Applied Econometrics	3
ECON elective		3
CC or electives		9-10
Semester II		
ECON 490W	Senior Seminar	3
ECON elective		3
CC or electives		9-10

Minor in Economics (18 units)

Required Courses

ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 201	Intermediate Microeconomics (or Economics elective)	3
ECON 202	Intermediate Macroeconomics (or economics elective)	3

Elective Courses

ECON upper-division electives		6
-------------------------------	--	---

ECON 101 | PRINCIPLES OF MICROECONOMICS

Units: 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

Units: 3

Prerequisites: ECON 101

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.

ECON 201 | INTERMEDIATE MICROECONOMICS

Units: 3

Prerequisites: ECON 101 and (MATH 130 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently))

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.

ECON 202 | INTERMEDIATE MACROECONOMICS

Units: 3

Prerequisites: ECON 102

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.

ECON 216 | STATISTICS FOR BUSINESS AND ECONOMICS

Units: 4

Prerequisites: MATH 130 or MATH 150

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.

ECON 302 | PUBLIC FINANCE

Units: 3

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 304 | URBAN ECONOMICS

Units: 3

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 308 | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Units: 3

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 310 | MONEY AND BANKING

Units: 3

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 322 | LABOR ECONOMICS

Units: 3

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 324 | INDUSTRIAL ORGANIZATIONS

Units: 3

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)

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.

ECON 327 | LAW AND ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 333 | INTERNATIONAL ECONOMICS**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 337 | ECONOMIC DEVELOPMENT OF ASIA**Units: 3**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 353 | SPORTS ECONOMICS**Units: 3**

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 370 | APPLIED ECONOMETRICS**Units: 3**

Prerequisites: ECON 201 and ECON 202 and ECON 216 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 371 | BUSINESS CYCLES AND FORECASTING**Units: 3**

Prerequisites: ECON 102 and ECON 216 and (MATH 130 or MATH 150)
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.

ECON 373 | MANAGERIAL ECONOMICS**Units: 3**

Prerequisites: ECON 102 and ECON 216 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 375 | GAME THEORY**Units: 3**

Prerequisites: ECON 101 and ECON 216 and (MATH 130 or MATH 150)
Develops a conceptual framework to understand strategic behavior in economics and business environments and examines models of strategic thinking in interactive situations. Analyzes how to represent strategic situations as games and develops basic solution concepts to predict their outcomes. Topics include the use of credible threats and promises, repeated games, backward induction, strategic use of information through signaling, and bidding in auctions.

ECON 380 | ADVANCED ECONOMIC THEORY**Units: 3**

Prerequisites: ECON 102 and MATH 150
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.

ECON 490W | SENIOR SEMINAR**Units: 3**

Prerequisites: ECON 370 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 494 | SPECIAL TOPICS**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ECON 102 and (MATH 130 or MATH 150 or MATH 151)
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.

ECON 498 | INTERNSHIP**Units: 1-3**

Prerequisites: (MATH 130 or MATH 150)
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.

ECON 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)
Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

Finance

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.

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	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130 or MATH 150	Survey of Calculus Calculus I	3

Major in Finance (39 units)

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:

Business Component

DSCI 300	Prescriptive Business Analytics (3)	3
DSCI 303	Operations Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 490	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3

Finance Component

FINA 402	Investments	3
FINA 404	Advanced Corporate Finance	3
FINA 408	Financial Statement Analysis	3

Elective courses

Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives (3)	
FINA 405	International Financial Management	
FINA 406	Personal Finance	
FINA 407	New Venture Finance	
FINA 494	Special Topics	
Any pre-approved Finance elective, which may include a BUSN 498 internship		3

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.

Minor in Finance (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
FINA 402	Investments	3

FINA 404	Advanced Corporate Finance	3
FINA 408	Financial Statement Analysis	3

Finance Courses (FINA)

FINA 300 | FINANCIAL MANAGEMENT

Units: 3

Prerequisites: ACCT 201 and ECON 102 and ECON 216 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 401 | COMMERCIAL BANK MANAGEMENT

Units: 3

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 402 | INVESTMENTS

Units: 3

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 403 | DERIVATIVES (3)

Units: 3

Prerequisites: FINA 300 and FINA 402 and (MATH 130 or MATH 150 or MATH 151)

This course is an introduction to derivative security markets including call and put options, futures and forward contracts, and swaps. Topics include the economic role of derivatives, valuation of derivatives, derivative trading strategies and the management of corporate risk with derivatives. The aim of the course is for students to gain proficiency in the use and valuation of a variety of derivative products.

FINA 404 | ADVANCED CORPORATE FINANCE

Units: 3

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 405 | INTERNATIONAL FINANCIAL MANAGEMENT

Units: 3

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 406 | PERSONAL FINANCE**Units: 3**

Prerequisites: FINA 300 and (MATH 130 or MATH 150)

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.

FINA 407 | NEW VENTURE FINANCE**Units: 3**

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 408 | FINANCIAL STATEMENT ANALYSIS**Units: 3**

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

FINA 494 | SPECIAL TOPICS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

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.

FINA 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

International Business

The international business major prepares students for careers in international business, as well as for graduate study in business.

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	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	

Major in International Business (42 units)

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:

Business Component

DSCI 300	Prescriptive Business Analytics (3)	3
DSCI 303	Operations Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 490	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3

Foreign Language Component

A fourth semester competency in a second language (in a modern language) with a grade of C or better is required.

International Studies Component

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.

International Business Component

Select three of the following courses:		9
ECON 333	International Economics	
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	
MKTG 305	Global Marketing	

Elective Courses

Select three additional courses from list a and b below.

(a) Pre-approved courses within the School of Business Administration (no limit):

BUSN 377	Negotiation in a Global Business Environment	3
ECON 333	International Economics	3
ECON 335	Economic Development of Latin America	3
ECON 337	Economic Development of Asia	3
ETLW 313	International Business Law and Ethics	3
FINA 405	International Financial Management	3
MGMT 309	International Comparative Management	3
MKTG 305	Global Marketing	3
BUSN 498	Internship	3
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	3
HIST 369	Issues in Modern Africa	3
POLS 360	Politics in Sub-Saharan Africa	3
THRS 315	Islamic Faith and Practice	3
THRS 321	Afro-Latin Religions	3

Asia

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 372	United States-East Asia Relations	3
HIST 386	The Pacific Ocean in History to 1850	3
PHIL 476	Studies in Asian Philosophy	3
POLS 358	Politics in South Asia	3
POLS 367	Politics in Japan	3
POLS 368	Politics in China	3
THRS 312	The Hindu Tradition	3
THRS 314	Buddhist Thought and Culture	3
THRS 315	Islamic Faith and Practice	3
THRS 317	Religions of China	3

Latin America

ANTH 327	South American Indian Cultures	3
ANTH 328	Caribbean Cultures	3
HIST 360	Colonial Latin America	3
HIST 361	Modern Latin America	3
HIST 362	Topics in Latin America History	3
HIST 363	History of Brazil	3
HIST 384	History of Mexico	3
POLS 357	Politics in Latin America	3
POLS 366	Politics in Mexico	3
POLS 374	U.S.-Latin American Relations	3
THRS 321	Afro-Latin Religions	3

THRS 368	Lantino/a Theologies	3
----------	----------------------	---

Middle East

POLS 359	Politics in the Middle East	3
----------	-----------------------------	---

THRS 313	Jewish Faith and Practice	3
----------	---------------------------	---

THRS 315	Islamic Faith and Practice	3
----------	----------------------------	---

Europe

HIST 347	Topics in Modern Europe	3
----------	-------------------------	---

HIST 350	History of the British Isles	3
----------	------------------------------	---

HIST 351	Modern Britain	3
----------	----------------	---

HIST 352	The British Empire	3
----------	--------------------	---

HIST 354	Modern Spain	3
----------	--------------	---

HIST 355	Imperial Russia	3
----------	-----------------	---

HIST 356	Soviet Union and After	3
----------	------------------------	---

HIST 357	Topics in Russian and East European History	3
----------	---	---

PHIL 472	Studies in Modern European Philosophy	3
----------	---------------------------------------	---

POLS 355	Politics in Europe	3
----------	--------------------	---

POLS 362	Politics in the United Kingdom	3
----------	--------------------------------	---

POLS 363	Politics in France	3
----------	--------------------	---

POLS 364	Politics in Germany	3
----------	---------------------	---

POLS 365	Politics in Russia	3
----------	--------------------	---

- (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.

Minor in International Business (18 units)**Required Courses**

ACCT 201	Principles of Financial Accounting	3
----------	------------------------------------	---

BUSN 361	Introduction to International Business	3
----------	--	---

ECON 101	Principles of Microeconomics	3
----------	------------------------------	---

ECON 102	Principles of Macroeconomics	3
----------	------------------------------	---

Elective Courses

Select two of the following:		6
------------------------------	--	---

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.

Marketing

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.

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	3
----------	------------------------------------	---

ACCT 202	Principles of Managerial Accounting	3
----------	-------------------------------------	---

ECON 101	Principles of Microeconomics	3
----------	------------------------------	---

ECON 102	Principles of Macroeconomics	3
----------	------------------------------	---

ECON 216	Statistics for Business and Economics	4
----------	---------------------------------------	---

ITMG 100	Information Systems	3
----------	---------------------	---

MATH 130	Survey of Calculus	3
----------	--------------------	---

or MATH 150	Calculus I	
-------------	------------	--

Major in Marketing (39 units)

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:

Business Component

DSCI 300	Prescriptive Business Analytics (3)	3
----------	-------------------------------------	---

DSCI 303	Operations Management	3
----------	-----------------------	---

ETLW 302D	Business and Society	3
-----------	----------------------	---

ETLW 311	Business Law I	3
----------	----------------	---

FINA 300	Financial Management	3
----------	----------------------	---

MGMT 300	Organizational Behavior	3
----------	-------------------------	---

MGMT 490	Strategic Management	3
----------	----------------------	---

MKTG 300	Fundamentals of Marketing	3
----------	---------------------------	---

Marketing Component

MKTG 410	Marketing Research	3
----------	--------------------	---

MKTG 420	Consumer Behavior	3
----------	-------------------	---

MKTG 490	Marketing Strategy	3
----------	--------------------	---

Elective courses

Select two of the following elective courses:		6
---	--	---

MKTG 301	Services Marketing
----------	--------------------

MKTG 302	Sports Marketing
----------	------------------

MKTG 305	Global Marketing
----------	------------------

MKTG 330	Professional Selling
----------	----------------------

MKTG 340	Digital Marketing and Social Media
----------	------------------------------------

MKTG 350	Advertising and Promotion
----------	---------------------------

MKTG 351	Advertising Campaigns (3)
----------	---------------------------

MKTG 355	Introduction to Public Relations
----------	----------------------------------

MKTG 422W	Visual Methods for Exploring Consumer Behavior
-----------	--

MKTG 430	Public Policy and Marketing: The Broader Role of Marketing in Society
----------	---

MKTG 480	Advanced Marketing Project
----------	----------------------------

MKTG 494	Special Topics
----------	----------------

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.

Minor in Marketing (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
MKTG 300	Fundamentals of Marketing	3
MKTG 490	Marketing Strategy	3

Elective Courses

Select two of the following: 6

MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
MKTG 330	Professional Selling	
MKTG 340	Digital Marketing and Social Media	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns (3)	
MKTG 355	Introduction to Public Relations	
MKTG 410	Marketing Research	
MKTG 420	Consumer Behavior	
MKTG 422W	Visual Methods for Exploring Consumer Behavior	
MKTG 430	Public Policy and Marketing: The Broader Role of Marketing in Society	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics	

Any pre-approved elective, which may include a BUSN 498 Internship

Marketing Courses (MKTG)

MKTG 300 | FUNDAMENTALS OF MARKETING

Units: 3

Prerequisites: ECON 101 and (MATH 130 or MATH 150 or MATH 151)
The objective of this course is to introduce students to the important issues undertaken by marketers within a socially responsible and ethical framework. The students will learn the marketing vocabulary and basic elements of a marketing analysis. Upon completion of the course they will have developed the knowledge necessary to prepare a well-thought-out marketing plans.

MKTG 301 | SERVICES MARKETING

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150)
This course 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.

MKTG 302 | SPORTS MARKETING

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
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.

MKTG 305 | GLOBAL MARKETING

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
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.

MKTG 330 | PROFESSIONAL SELLING

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course 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.

MKTG 340 | DIGITAL MARKETING AND SOCIAL MEDIA

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150)
This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to all aspects of digital communications including mobile and social media. There is a dual focus on both theory and application concerning the digital elements of marketing variables; online consumer behavior; search engine marketing; social media; analytics; and measurement. A special focus is placed on web development and paid advertising campaigns.

MKTG 350 | ADVERTISING AND PROMOTION

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course provides a basic understanding of communication theory, branding, marcom tactics, planning, and coordination of integrated marketing communications (IMC) programs. The roles of public relations, direct response, advertising, collaterals, the Internet, and digital media are examined. Students practice the skills necessary to plan, execute, and coordinate an integrated marketing communications project or campaign.

MKTG 351 | ADVERTISING CAMPAIGNS (3)

Units: 3

Prerequisites: MKTG 300 and (MKTG 350 or MKTG 410 or MKTG 420) and (MATH 130 or MATH 150 or MATH 151)
Advertising Campaigns involves the analysis of market behavior, trends, and consumer motivation, with an emphasis upon the creation of an advertising campaign. Students conduct marketing research within a selected target market, develop a strategic brand position, and develop a campaign to effectively convey their brand's position and value to the intended target audience. This course challenges students to push their creative capabilities while remaining within the parameters of sound marketing research and strategic objectives.

MKTG 355 | INTRODUCTION TO PUBLIC RELATIONS

Units: 3

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course provides an introduction to public relations as a component of marketing communications. The strategic aspects and tactical implementation of public relations are covered, including a review of public relations campaigns as well as crisis communication. Also examined are the effects of research, public opinion, ethics, and laws on public relations activities. Career opportunities with public relations firms are discussed.

MKTG 410 | MARKETING RESEARCH**Units: 3**

Prerequisites: ECON 216 and MKTG 300 and (MATH 130 or MATH 150)
The emphasis in this course 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.

MKTG 420 | CONSUMER BEHAVIOR**Units: 3**

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course explores how consumers process information and make decisions. Influence factors, such as attitudes, learning, personality, culture, motivation, perception, and reference groups on consumer decision making are examined. The emphasis is on understanding the decision-making process and its application to the development of sound marketing strategy.

MKTG 422 | VISUAL METHODS FOR EXPLORING CONSUMER BEHAVIOR**Units: 3**

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course examines literature on analyzing visual data and the research methodologies of consumer ethnographic photography and filmmaking as ways of understanding and communicating consumer behavior. While immersed in the literature, photography and film of visual methods research, students will create several photography and film projects, each attended with a written paper. The course will conclude with a film festival and critique of student-produced films.

MKTG 422W | VISUAL METHODS FOR EXPLORING CONSUMER BEHAVIOR**Units: 3**

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course examines literature on analyzing visual data and the research methodologies of consumer ethnographic photography and filmmaking as ways of understanding and communicating consumer behavior. While immersed in the literature, photography, and film of visual methods research, students will create several photography and film projects, each attended with a written paper. The course will conclude with a film festival and critique of student produced films.

MKTG 430 | PUBLIC POLICY AND MARKETING: THE BROADER ROLE OF MARKETING IN SOCIETY**Units: 3**

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course examines the broader role of marketing in society and investigates 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.

MKTG 480 | ADVANCED MARKETING PROJECT**Units: 3**

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. May involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit.

MKTG 490 | MARKETING STRATEGY**Units: 3**

Prerequisites: MKTG 300 and (MATH 130 or MATH 150 or MATH 151)
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.

MKTG 494 | SPECIAL TOPICS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)
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.

MKTG 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)
Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

Minors

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 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 two additional upper-division accounting electives 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

ITMG 100	Information Systems	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ACCT 300	Intermediate Accounting I	3
ACCT 302	Cost Accounting	3

Elective Courses

ACCT upper-division courses	6
-----------------------------	---

Minor in Business Administration (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
MGMT 300	Organizational Behavior	3

Elective Courses

Any pre-approved upper-division business elective	6
---	---

Minor in Economics (18 units)

Required Courses

ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 201	Intermediate Microeconomics (or Economics elective)	3
ECON 202	Intermediate Macroeconomics (or economics elective)	3

Elective Courses

ECON upper-division electives		6
-------------------------------	--	---

Minor in Finance (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
FINA 402	Investments	3
FINA 404	Advanced Corporate Finance	3
FINA 408	Financial Statement Analysis	3

Minor in Information Technology Management (18 units)

Required Courses

ITMG 100	Information Systems (or equivalent courses)	3
----------	---	---

Elective Courses

Select three of the following: 9

ACCT 303	Accounting Information Systems	
ITMG 310	Business & Organizational Application Programming & Development (3)	
ITMG 320	Database Design and Business Intelligence Implementation (3)	
ITMG 330	Electronic Commerce	
ITMG 340	Introduction to Web Site Design	
ITMG 350	Management Information Systems	
ITMG 360	Computer Networks, Security, and Forensics	
ITMG 440	Interactive Mobile and Web Application Development	
ITMG 494	Special Topics	

Select two of the following: 6

ARTV 108	Introduction to Video Art ¹	
ARTV 308	Video Art: Site and Screen	
COMM 485W	Writing For Media	
COMP	Any Computer Science Course	
ECON 370	Applied Econometrics	
ENVI 314	Introduction to Maps and Spatial Data Analysis	
ENVI 315	Geographic Information Systems	
FINA 407	New Venture Finance	
LIBR 101	Research Methods	
LIBR 103	Information Literacy and Research Strategies	
MKTG 410	Marketing Research	
MUSC 109	Introduction to Sound Arts ¹	
NAVS 202	Navigation	
PHIL 114	Philosophy and Technology ¹	
PHYS 101	Physics and Society ¹	

POLS 250	Research Methods in Political Science	
PSYC 305	Advanced Statistics	

¹ These courses satisfy the USD core curriculum requirements

Minor in International Business (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
BUSN 361	Introduction to International Business	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3

Elective Courses

Select two of the following: 6

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 (12 units)

BUSN 377	Negotiation in a Global Business Environment	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3

Select one of the following: 3

ETLW 312	Business Law II	3
or ETLW 313	International Business Law and Ethics	

Elective Courses (6 units)

ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
MGMT 300	Organizational Behavior	3
MGMT 301	Organizational Theory and Global Leadership (3)	3
MGMT 306	Women in Management	3
MGMT 311	Business Leadership	3
MGMT 312	Global Social Entrepreneurship (3)	3
ECON 308	Environmental and Natural Resource Economics	3
ECON 327	Law and Economics	3
REAL 327	Legal Aspects of Real Estate	3
POLS 321	Constitutional Law and American Government: Federalism and Separation of Powers	3

Minor in Management (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3

MGMT 300	Organizational Behavior	3
MGMT 301	Organizational Theory and Global Leadership (3)	3

Elective Courses

Select two of the following: 6

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**

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
MKTG 300	Fundamentals of Marketing	3
MKTG 490	Marketing Strategy	3

Elective Courses

Select two of the following: 6

MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
MKTG 330	Professional Selling	
MKTG 340	Digital Marketing and Social Media	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns (3)	
MKTG 355	Introduction to Public Relations	
MKTG 410	Marketing Research	
MKTG 420	Consumer Behavior	
MKTG 422W	Visual Methods for Exploring Consumer Behavior	
MKTG 430	Public Policy and Marketing: The Broader Role of Marketing in Society	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics	

Any pre-approved elective, which may include a BUSN 498 Internship

Minor in Real Estate (18 units)**Required Courses**

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
REAL 320	Principles of Real Estate	3
REAL 327	Legal Aspects of Real Estate	3

Select one of the following: 3

REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 329	Real Estate Development	

Elective Courses

Select one of the following: 3

REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	

REAL 328	Commercial Real Estate Valuation	
REAL 494	Special Topics	

Minor in Supply Chain Management (18 units)**Required Courses**

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management	3
ECON 101	Principles of Microeconomics	3

Elective Courses

Select one of the following: 3

BSCM 303	Strategic Cost Management	
BSCM 494	Special Topics	

Real Estate

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 major requirements.

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	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	

Major in Real Estate (39 units)

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:

Business Component

DSCI 300	Prescriptive Business Analytics (3)	3
DSCI 303	Operations Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 490	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3

Real Estate Component ¹		
REAL 320	Principles of Real Estate	3
REAL 327	Legal Aspects of Real Estate	3
REAL 325	Financing Residential Real Estate	3
or REAL 326	Commercial RE Fin & Investment	
Elective Courses ²		
Select two of the following courses:		6
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 328	Commercial Real Estate Valuation	
REAL 329	Real Estate Development	
REAL 494	Special Topics	
BUSN 498	Internship	
Any pre-approved elective. See pre-approved upper division elective list below ³		

¹ It is strongly recommended that a real estate major take REAL 320 Principles of Real Estate before other upper division required or elective real estate courses.

² 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.

³ 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	3
FINA 407	New Venture Finance	3

The real estate major requires a minimum of 24 Upper Division Units in the major be completed at USD.

Minor in Real Estate (18 units)

Required Courses

ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
REAL 320	Principles of Real Estate	3
REAL 327	Legal Aspects of Real Estate	3
Select one of the following:		3
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 329	Real Estate Development	

Elective Courses

Select one of the following:		3
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 328	Commercial Real Estate Valuation	
REAL 494	Special Topics	

Real Estate Courses (REAL)

REAL 320 | PRINCIPLES OF REAL ESTATE

Units: 3

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

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

Units: 3

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

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.

REAL 326 | COMMERCIAL RE FIN & INVESTMENT

Units: 3

Prerequisites: FINA 300 and (MATH 130 or MATH 150 or MATH 151)

An introduction to the core concepts, principles, analytical methods, and tools useful for making investment and financing decisions regarding commercial real estate. This 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 development and/or purchases. It also describes the roles of traditional sources of commercial real estate capital, as well as the proliferation of newer financial products.

REAL 327 | LEGAL ASPECTS OF REAL ESTATE

Units: 3

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

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

Units: 3

Prerequisites: REAL 320 and (MATH 130 or MATH 150 or MATH 151)

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.

REAL 329 | REAL ESTATE DEVELOPMENT**Units: 3**

Prerequisites: (REAL 320 or REAL 325 or REAL 326 or REAL 327) and (REAL 320 or REAL 325 or REAL 326 or REAL 327) and (MATH 130 or MATH 150 or MATH 151)

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.

REAL 494 | SPECIAL TOPICS**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

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.

REAL 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150 or MATH 151)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

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 settings; as well as leaders in the public, nonprofit, and military sectors. NCATE is a subsidiary of the Council for the Accreditation of Educator Preparation (CAEP) and is maintaining its recognition by the U.S. Department of Education and the Council for Higher Education Accreditation.

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 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, MS, Assistant Dean
 Rondi Stein, MBA, Manager, Budget and Operations
 Karen Lee, PhD, Director, Assessment
 Timothy Council, MEd, Director, Admissions and Outreach
 Emily Rankin, EMBA, Director, Development
 Devon Foster, BA, Associate Director, Marketing and Communication
 Kathleen Coughlan, BS, Assistant Director, Alumni and External Relations
 Afsaneh Nahavandi, PhD, Chair, Department of Leadership Studies
 Heather Lattimer, PhD, Chair, Department of Learning and Teaching
 Ann Garland, PhD, Chair, Department of School, Family and Mental Health Professions
 Lieutenant Colonel John Turner, USA, MA, Chair, Military Science
 Captain Mark Johnson, USN, MS, Chair, Department of Naval Science
 Commander Steve Dickerson, USN, MS, Executive Officer, Department of Naval Science

Captain James Lehner, USARJD, Officer in Charge, Military Science
 Peggy Hetherington, MS, Director, Field Experiences, Counseling Program
 Todd Edwards, PhD, Director, Marital and Family Therapy Program
 Helene T. Mandell, EdD, Director, Field Experiences, Department of Learning and Teaching

Cheryl Getz, EdD, Director, Leadership Minor
 Laura Deitrick, PhD, Director, Caster Family Center
 Scott Himmelstein, Director, Center for Education Policy and Law
 Edward DeRoche, PhD, Director, Character Development Center
 Janice Cook, PhD, Director, Educational Leadership Development Academy
 Margaret Basom, PhD, Associate Director, Educational Leadership Development Academy
 Pat Libby, MS, Director, Institute for Nonprofit Education and Research
 Terri Monroe, EdD, Director, Leadership Institute
 Teresa VanHorn, MAE, Director, Nonprofit Leadership Alliance
 Jacqueline Kennedy, MA, Director, Manchester Family Child Development Center
 Beth Garofalo, MEd, Associate Director OF Leadership Programming, Department of Leadership Studies
 Sergio E. Rodriguez, MA, Assistant Director OF Programming, Department of Learning and Teaching
 Mariam L. True, EdD, Coordinator, Special Projects, Department of Learning and Teaching

Faculty

Viviana Alexandrowicz, PhD
 Jerome J. Ammer, PhD
 Donna Barnes, PhD
 Sandy Buczynski, PhD
 Erika Nash Cameron, PhD
 Paula A. Cordeiro, EdD
 Robert Donmoyer, PhD
 Todd M. Edwards, PhD
 Ana Estrada, PhD
 Fred Galloway, EdD
 Ann F. Garland, PhD
 Steven A. Gelb, PhD
 Cheryl Getz, EdD
 Zachary Green, PhD
 Kristopher Hall, PhD
 C. Bobbi Hansen, EdD
 Lea Hubbard, PhD
 Noriyuki Inoue, PhD
 Ronn Johnson, PhD
 Maya Kalyanpur, PhD
 Frank Kemerer, PhD

Heather Lattimer, EdD

Ian Martin, EdD

Sarina Chugani Molina, EdD

Theresa Monroe, RSCJ, EdD

Afsaneh Nahavandi, PhD

Christopher Newman, PhD

Jo Ellen Patterson, PhD

Reyes Quezada, EdD

George E. Reed, PhD

Lonnie L. Rowell, PhD

Hans Peter Schmitz,, PhD

Joi A. Spencer, PhD

Lee Williams, PhD

Susan Zgliczynski , PhD

Military Science Faculty

Captain Tucker Hughes, MS, USA

Captain James Lehner, JD, USAR

Major William Leslie, MA, USA

Sergeant First Class David Schible, USA

Naval Science Faculty

Lieutenant Charles Billhardt, BA, USN

Commander Steve Dickerson, MS, USN

Lieutenant Daniel Gladfelter, BS, USN

Lieutenant Clinton Johnson, BS, USN

Captain Mark Johnson, MS, USN

Lieutenant Andrew Long, BA, USN

Major Michael Nelson, BBA, USMC

Lieutenant Alyson Ronald, MA, USN

Lieutenant Connie Thornton, BA, USN

Lieutenant Colonel John Turner, MA, USN

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 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.

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.

Faculty

Paula A. Cordeiro, EdD

Robert Donmoyer, PhD

Fred Galloway, EdD

Steven A. Gelb, PhD

Cheryl Getz, EdD

Zachary Green, PhD

Lea Hubbard, PhD

Frank Kemerer, PhD

Theresa Monroe, RSCJ, EdD

Afsaneh Nahavandi, PhD

Christopher Newman, PhD

George E. Reed, PhD

Hans Peter Schmitz, PhD

Leadership Studies Minor (18 Units)

LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
LEAD 350 or LEAD 357	Leadership and Group Development Leadership and the Practice of Presence	3
LEAD 351	Leadership for Change Capstone	3
LEAD 388	Leadership Internship and Skill Development I	3
Select 6 units of electives from the following:		6
LEAD 150	Emerging Leaders	
LEAD 162	Outdoor Leadership	
LEAD 349	Women in Leadership	

LEAD 352	Nonprofit Leadership and Management
LEAD 353	Professional and Ethical Issues and the Practice of Leadership
LEAD 354	Leadership and Diversity in Organizations
LEAD 357	Leadership and the Practice of Presence
LEAD 359	Models of Participatory Leadership
LEAD 365	Professional Engagement
LEAD 366	Community Engagement
LEAD 372	Leadership and Spirituality
LEAD 373	Lessons in Leadership: The American Presidency
LEAD 387P	Student Leadership Practical Experience
LEAD 389	Leadership Internship and Skill Development II

No course substitutions permitted in the Leadership Studies Minor.

Nonprofit Leadership and Management Certificate (11 units)

LEAD 352	Nonprofit Leadership and Management	3
LEAD 355S	Nonprofit Seminar I	1
LEAD 356S	Nonprofit Seminar II	1
LEAD 387P or LEAD 388	Student Leadership Practical Experience Leadership Internship and Skill Development I	3
LEAD 389	Leadership Internship and Skill Development II ¹	3

¹ Business majors may substitute BUSN 498 for LEAD 389 in this program.

Attendance at one Nonprofit Leadership Alliance Conference is required.

Leadership Studies Minor and Nonprofit Leadership and Management Certificate (20 units)

LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
LEAD 350 or LEAD 357	Leadership and Group Development Leadership and the Practice of Presence	3
LEAD 351	Leadership for Change Capstone	3
LEAD 352	Nonprofit Leadership and Management	3
LEAD 355S	Nonprofit Seminar I	1
LEAD 356S	Nonprofit Seminar II	1
LEAD 387P or LEAD 388	Student Leadership Practical Experience Leadership Internship and Skill Development I	3
LEAD 389	Leadership Internship and Skill Development II ¹	3

¹ Business majors may substitute BUSN 498 for LEAD 389 in this program.

Attendance at one Nonprofit Leadership Alliance Conference is required.

Education Minor and Nonprofit Leadership and Management Certificate Program (20 units)

Please contact the Learning and Teaching Department's advisor, Nancy Hanssen at nhanssen@sandiego.edu or (619) 260-4159, in the School of Leadership and Education Sciences (SOLES).

Courses

LEAD 150 | EMERGING LEADERS

Units: 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 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY

Units: 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 162 | OUTDOOR LEADERSHIP

Units: 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

Units: 3

This course looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints, including but not limited to feminist perspectives. 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

Units: 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

Units: 3

Prerequisites: LEAD 160 and (LEAD 350 or LEAD 357)
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 352 | NONPROFIT LEADERSHIP AND MANAGEMENT**Units: 3**

This project-based course is designed to provide knowledge and understanding of the leadership and administration of nonprofit organizations. Students will gain theoretical and practical knowledge of concepts including alliances, board development, burnout/motivation, employment law, ethics, fundraising, internet strategies, lobbying, marketing, mergers, programming, personnel practices, public speaking, public relations, risk management, strategic planning, time management, volunteerism, and youth development.

LEAD 353 | PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP**Units: 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**Units: 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 355 | NONPROFIT SEMINAR I**Units: 1**

Students taking this course gain an appreciation for the role of leaders in nonprofit organizations. Topics include fundraising, nonprofit administration, financial management, financial management, human resources, marketing, and event planning. Students will have the opportunity to participate in applied service projects and meet with executives in the nonprofit field. Students will have the opportunity to connect leadership concepts to practice engaging in activities and discussions.

LEAD 356 | NONPROFIT SEMINAR II**Units: 1**

This course is a continuation of LEAD 355S.

LEAD 357 | LEADERSHIP AND THE PRACTICE OF PRESENCE**Units: 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**Units: 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 365 | PROFESSIONAL ENGAGEMENT**Units: 1**

This course combines student learning about leadership with an opportunity to engage in a professional conference setting. With prior approval from the instructor, each student will choose a conference context in which to engage. This engagement can include, but is not limited to, an active involvement in the undergraduate Case Study Team for the International Leadership Association, a conference presentation at the National Collegiate Leadership Conference, or another approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, experience a professional setting in which to improve networking and presentation skills, and develop a sense of social responsibility to lead within the professional community.

LEAD 366 | COMMUNITY ENGAGEMENT**Units: 1**

This course combines student learning about leadership with a semester-long community engagement opportunity. With prior approval from the instructor, each student will choose a context in which to engage the larger community. This engagement can include an active involvement in a campus or community organization, a service learning project, an international experience, participation in a professional or leadership conference, participation in a mentoring relationship, or other approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, and develop a sense of social responsibility to lead and serve others within the community.

LEAD 372 | LEADERSHIP AND SPIRITUALITY**Units: 3**

Prerequisites: LEAD 160

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. Much of the course is informed by research and readings from the fields of leadership studies, spirituality, psychology, sociology, and theology.

LEAD 373 | LESSONS IN LEADERSHIP: THE AMERICAN PRESIDENCY**Units: 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 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 379 course will vary by topic and program. If more than one 379 course is offered during a single semester, section numbers will help identify each course.

LEAD 387P | STUDENT LEADERSHIP PRACTICAL EXPERIENCE**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 and LEAD 350 and LEAD 352 and LEAD 357
Students taking this internship course 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.

LEAD 389 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT II**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 and LEAD 350 and LEAD 352 and LEAD 357

LEAD 399 | INDEPENDENT STUDY (1-3)**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

LEAD 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

Learning and Teaching

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.

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 major.

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:

Faculty

Viviana Alexandrowicz, PhD

Jerome J. Ammer, PhD

Donna Barnes, PhD

Sandy Buczynski, PhD

Steven A. Gelb, PhD

C. Bobbi Hansen, EdD

Lea Hubbard, PhD

Noriyuki Inoue, PhD

Maya Kalyanpur, PhD

Heather Lattimer, EdD

Sarina Chugani Molina, EdD

Reyes Quezada, EdD

Joi A. Spencer, PhD

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 major.

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 ¹	3
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 in Elementary	3
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDUC 385P	Elementary Curriculum and Methods for Global Classrooms	6
EDSP 389	Healthy Environments and Inclusive Education in a Global Society	3
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential	3
EDUC 490P	Student Teaching for the Multiple Subject Credential ²	9

¹ or take EDU 558XB First & Second Language Development (through USD Continuing Education)

² EDUC 490S must be taken concurrently with EDUC 490P.

Students interested in pursuing a Multiple Subject Credential should contact Nancy Hanssen at nhanssen@sandiego.edu or (619) 260-4159 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 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. 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 major. 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 the undergraduate 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 ¹	3
EDSP 389	Healthy Environments and Inclusive Education in a Global Society	3
EDUC 375P	Inclusive Curricula for Learners 5-22	3
EDUC 383P	Methods of Teaching Reading and Language Arts in Elementary	3
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3

¹ or take EDU 558XB First & Second Language Development (through USD Continuing Education)

² EDUC 490S must be taken concurrently with EDUC 490P.

Education Specialist - Mild/Moderate Authorization Courses

EDSP 370	Assessment Identification to Transition Special in Education	3
EDSP 371	Positive Behavior and Instruction Management in SPED	3
EDSP 372	Language Variance and Assistive Technology	3
EDSP 373	Diverse Family Systems and Transitions	3
EDSP 379	Legal Ethical & Professional Practices in Diverse Society	2
EDSP 374	Global Perspectives and Foundations in SPED	3

EDSP 375P	Evidenced Based Inclusive Practices Mild/Moderate 5-22	3
EDSP 490P	Student Teaching Mild to Moderate Disabilities	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 a Multiple Subject Credential should contact Nancy Hanssen at nhanssen@sandiego.edu or (619) 260-4159 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 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 ¹	3
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 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 ²	9

¹ or take EDU 558XB First & Second Language Development (through USD Continuing Education)

² EDUC 491S must be taken concurrently with EDUC 491P.

Students interested in pursuing a Multiple Subject Credential should contact Nancy Hanssen at nhanssen@sandiego.edu or (619) 260-4159 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 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.

Education Minor (18 units)

Required Course

EDUC 101	Introduction to Teaching and Learning	3
----------	---------------------------------------	---

Education Foundation Course

EDUC 381C	Multicultural and Philosophical Foundations in a Global Society
or EDUC 382	Psychological Foundations of Education in a Diverse Society

Elective Courses

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 12

Elective Options Include:

COMM 482	Children and Media
EDUC 124	Sport and Higher Education: The Student Athlete Experience
EDUC 201	Student Movements in Education
EDUC 301	Changemakers in Education: Building Bridges to College Access
EDUC 304	St. Clare's Comparative Education
EDUC 307	Spanish for Educators
EDUC 337	Adolescent & Children's Literature and Gay, Lesbian, Bisexual, Transgender & Questioning Communities
ENGL 231	Children's Literature
LEAD 162	Outdoor Leadership
PHIL 341	Ethics and Education
PSYC 314	Developmental Psychology: Childhood and Adolescence
THEA 155	Theatre in Education
EDUC 381C	Multicultural and Philosophical Foundations in a Global Society
or EDUC 382	Psychological Foundations of Education in a Diverse Society

Courses**EDUC 101 | INTRODUCTION TO TEACHING AND LEARNING****Units: 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**Units: 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 201 | STUDENT MOVEMENTS IN EDUCATION**Units: 3**

From Birmingham to Tianenman Square, college and high school students have formed the foundation of almost every struggle for social and civil rights. In this interactive, rigorous research seminar, students will examine the role and impact of Student Movements on historical and contemporary struggles for educational access. Issues of fair employment, community resources, and suffrage will also be examined. In addition to engaging in readings, viewing films and documentaries, and preparing written responses, students enrolled in the course will conduct and present their own project entitled, "Provoking the Crowd," centered on a contemporary struggle for educational equity and access. All students will be challenged, along with their classmates, to consider their role and responsibility in the modern day civil rights movement.

EDUC 301 | CHANGEMAKERS IN EDUCATION: BUILDING BRIDGES TO COLLEGE ACCESS**Units: 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**Units: 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**Units: 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**Units: 3**

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

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.

EDUC 334P | METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY**Units: 3**

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

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.

EDUC 337 | ADOLESCENT AMP; CHILDREN'S LITERATURE AND GAY, LESBIAN, BISEXUAL, TRANSGENDER AMP; QUESTIONING COMMUNITIES**Units: 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**Units: 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 368 | CHARACTER AND ATHLETICS**Units: 3**

This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

EDUC 375P | INCLUSIVE CURRICULA FOR LEARNERS 5-22**Units: 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**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 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**Units: 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 IN ELEMENTARY**Units: 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.

EDUC 384C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS**Units: 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.

EDUC 385P | ELEMENTARY CURRICULUM AND METHODS FOR GLOBAL CLASSROOMS**Units: 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.

EDUC 394 | SPECIAL TOPICS IN CHARACTER EDUCATION**Units: 1-3**

The main purpose of this course (academy) is two-fold: to offer candidates the opportunity to interact with leaders in character education; and to examine the leadership roles of teachers, administrators, counselors and others in implementing, maintaining and evaluating character education at the school-site and in school districts.

EDUC 399 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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**Units: 9**

Prerequisites: EDUC 490S (Can be taken Concurrently)

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 Office 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 MULTIPLE SUBJECT CREDENTIAL**Units: 3**

Prerequisites: EDUC 490P (Can be taken Concurrently)

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**Units: 9**

Prerequisites: EDUC 491S (Can be taken Concurrently)

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**Units: 3**

Prerequisites: EDUC 491P (Can be taken Concurrently)

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 494 | TOPICS

Units: 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 499 | INDEPENDENT STUDY

Units: 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.

Shiley-Marcos School of Engineering

Vision

The Shiley-Marcos School of Engineering is a community of scholars recognized for developing engineers with technical excellence, global perspective and social awareness.

Mission

The Shiley-Marcos School of 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 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 when they enroll in an engineering preceptorial class during their first semester. Transfer students are initially advised by the Associate Dean of Engineering or the chair 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 the third semester of a second language. 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 Shiley-Marcos School 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. Go to Academic Regulations (<http://catalogs.sandiego.edu/academic-regulations/credit-grading-system>) for more information on pass/fail.

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 communication. 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.

Dean

Chell A. Robert, PhD

Administration

Ming Z. Huang, PhD, PE, Chair, Department of Mechanical Engineering

Susan M. Lord, PhD, Chair, Department of Electrical Engineering

Elisa Lurkis, Director, Development and Alumni Relations

Rick T. Olson, PhD, Associate Dean

Leonard A. Perry, PhD, Chair, Department of Industrial and Systems Engineering

Faculty

Bradley Chase, PhD, MPH

Daniel S. Codd, PhD

Odesma Dalrymple, PhD

Ming Z. Huang, PhD, PE

Frank G. Jacobitz, PhD

Imane Khalil, PhD

Ernest M. Kim, PhD, PE

Jae D. Kim, PhD

James G. Kohl, PhD

Kathleen A. Kramer, PhD

Susan M. Lord, PhD

Mikaya L. D. Lumori, PhD

David M. Malicky, PhD

Matthew T. McGarry, PhD

Michael S. Morse, PhD, JD

Truc T. Ngo, PhD

Rick T. Olson, PhD

Leonard A. Perry, PhD

Chell A Roberts, PhD

Thomas F. Schubert, Jr, PhD, PE

Electrical Engineering

Electrical engineering (EE) 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 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

To achieve these objectives, the EE program has been designed to ensure that graduates have achieved the following outcomes:

- a. an ability to apply knowledge of mathematics, science, and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d. an ability to function on multi-disciplinary teams
- e. an ability to identify, formulate, and solve engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. a knowledge of contemporary issues [in the profession]
- k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- l. an ability to apply knowledge of probability and statistics to applications in electrical engineering.

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, 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.

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.

CHAIR

Susan M. Lord, PhD

Faculty

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

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

MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 310	Applied Mathematics for Science and Engineering I	3
MATH 311	Applied Mathematics for Science and Engineering II	3
ISYE 330 or MATH 315	Engineering Probability and Statistics Applied Probability and Statistics	3

Physics

PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4

Chemistry

CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
--------------------	---	---

Life Science

Elective		3
----------	--	---

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	Electrical Circuits	4
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Engineering Design	3
ENGR 121 or COMP 150	Engineering Programming Computer Programming I	3
ENGR 311	Engineering Materials Science	3
MENG 210	Statics	3
PHYS 272 or MENG 260	Introduction to Modern Physics Introduction to Thermal Sciences	3

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	Engineering Economics Principles of Microeconomics	3
PHIL 342	Engineering Ethics	3
COMM 203	Public Speaking ¹	3

¹ ROTC students may substitute NAVS 201, MILS 301, or SDSU AS 300A for COMM 203 in the engineering program. These classes will not satisfy university core requirements

Electrical/Electronics Engineering Requirements (47 units):

These courses include units in electrical engineering science and design. These classes are required by the major:

ELEC 301	Electronics I	4
ELEC 302	Electronics II	4
ELEC 310	Embedded Systems Design	4
ELEC 320	Principles of Electrical Power	3
ELEC 340	Digital Design	4
ELEC 350	Signals and Systems	3
ELEC 430	Applied Electromagnetics	3
ELEC 460	Control Systems Engineering	4
ELEC 470	Communication Principles and Circuits	4
ELEC 491W	Electrical Engineering Design and Practice I	4
ELEC 492	Electrical Engineering Design and Practice II	3

Approved Electives

Six units from the following approved electives (including at least two 3 or 4 unit courses):

ELEC 410	Microcomputer-Based Systems Design	
ELEC 432	Radio Frequency and Microwave Engineering	
ELEC 450	Digital Signal Processing and Applications	

ELEC 456	Biomedical Instrumentation
ELEC 472	Wireless and Digital Communications
ELEC 480	Optoelectronic Materials and Devices
ELEC 494	Special Topics in Electrical Engineering
COMP 340	Numerical Analysis
COMP 375	Networking
COMP 380	Neural Networks

New elective offerings are often made available; a complete list of approved electives can be obtained from the chair of electrical engineering.

Core Curriculum Requirements (30 or more additional units):

All electrical engineering majors must satisfy the core curriculum specified by the university.

Required Program of Study, Engineering Lower Division

Freshman Year

Semester I		Hours
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
ENGR 101	Introduction to Engineering	3
CC electives		6

Semester II

ENGR 102	Introduction to Engineering Design	3
ENGR 121 ¹	Engineering Programming (or CC)	3
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC elective		3

Sophomore Year

Semester I

ENGR 121 ¹	Engineering Programming (or CC)	3
MATH 250	Calculus III	4
MENG 210 or 260 ²	Statics Introduction to Thermal Sciences	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC elective		3

Semester II

COMM 203 ³	Public Speaking	3
ISYE 330	Engineering Probability and Statistics	3
ELEC 201	Electrical Circuits	4
MATH 310	Applied Mathematics for Science and Engineering I	3
MENG 210 or 260 ²	Statics Introduction to Thermal Sciences	3

¹ Engineering students may substitute COMP 150 for ENGR 121

² Electrical engineering and industrial engineering students may take PHYS 272 instead of MENG 260; and PHYS 272 is recommended for electrical engineering students.

³ ROTC students may make approved substitutions for COMM 203, but must still complete all university core requirements.

Required Program of Study, Electrical Engineering Upper Division

Junior Year

Semester I		Hours
ELEC 301	Electronics I	4
ELEC 340	Digital Design	4
ENGR 311	Engineering Materials Science	3
MATH 311	Applied Mathematics for Science and Engineering II	3
CC elective		3

Semester II

ELEC 302	Electronics II	4
ELEC 310	Embedded Systems Design	4
ELEC 350	Signals and Systems	3
ECON 101 or ISYE 220	Principles of Microeconomics Engineering Economics	3
CC elective		3

Senior Year

Semester I

ELEC 320	Principles of Electrical Power	3
ELEC 430	Applied Electromagnetics	3
ELEC 470	Communication Principles and Circuits	4
ELEC 491W	Electrical Engineering Design and Practice I	4

Semester II

ELEC 460	Control Systems Engineering	4
ELEC 492	Electrical Engineering Design and Practice II	3
ELEC elective		3
PHIL 342	Engineering Ethics	3
CC elective		3

Senior Year 2

Semester I

ELEC elective		3
CC electives		12

Electrical/Electronics Engineering Courses (ELEC)

ELEC 102 | INTRODUCTION TO ELECTRO-TECHNOLOGY PRACTICE Units: 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 201 | ELECTRICAL CIRCUITS**Units: 4**

Prerequisites: PHYS 271 and MATH 310 (Can be taken Concurrently)
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.

ELEC 301 | ELECTRONICS I**Units: 4**

Prerequisites: ELEC 201
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.

ELEC 302 | ELECTRONICS II**Units: 4**

Prerequisites: ELEC 301 and ELEC 350 (Can be taken Concurrently)
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.

ELEC 310 | EMBEDDED SYSTEMS DESIGN**Units: 4**

Prerequisites: (ENGR 121 or COMP 150) and ELEC 340
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. Spring semester.

ELEC 320 | PRINCIPLES OF ELECTRICAL POWER**Units: 3**

Prerequisites: ELEC 201
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.

ELEC 340 | DIGITAL DESIGN**Units: 4**

Prerequisites: (ENGR 121 or COMP 150) and ELEC 201
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. Fall semester.

ELEC 350 | SIGNALS AND SYSTEMS**Units: 3**

Prerequisites: (COMP 150 or ENGR 121) and MATH 310 and ELEC 201 and MATH 311 (Can be taken Concurrently)
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.

ELEC 403 | ADVANCED ELECTRONIC CIRCUIT DESIGN**Units: 3**

Prerequisites: ELEC 302
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.

ELEC 410 | MICROCOMPUTER-BASED SYSTEMS DESIGN**Units: 4**

Prerequisites: ELEC 310
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.

ELEC 430 | APPLIED ELECTROMAGNETICS**Units: 3**

Prerequisites: MATH 250 and MATH 311 and PHYS 271 and ELEC 350
Corequisites: ELEC 430L
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. Fall semester.

ELEC 430L | APPLIED ELECTROMAGNETICS LAB**Units: 1**

Prerequisites: MATH 250 and MATH 311 and PHYS 271 and ELEC 350
Corequisites: ELEC 430
Laboratory for ELEC 430. Three-hour laboratory weekly. Fall semester.

ELEC 432 | RADIO FREQUENCY AND MICROWAVE ENGINEERING**Units: 3**

Prerequisites: MATH 311 and ELEC 302 and ELEC 430 (Can be taken Concurrently)
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.

ELEC 450 | DIGITAL SIGNAL PROCESSING AND APPLICATIONS**Units: 3**

Prerequisites: ELEC 350 and (ISYE 330 (Can be taken Concurrently) or MATH 315 (Can be taken Concurrently))
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.

ELEC 456 | BIOMEDICAL INSTRUMENTATION**Units: 3**

Prerequisites: ELEC 302

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.

ELEC 460 | CONTROL SYSTEMS ENGINEERING**Units: 4**

Prerequisites: ELEC 320 and ELEC 350 and MATH 311

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.

ELEC 470 | COMMUNICATION PRINCIPLES AND CIRCUITS**Units: 4**

Prerequisites: ELEC 302 and ELEC 350 and MATH 311 and (ISYE 330 (Can be taken Concurrently) or MATH 315 (Can be taken Concurrently))

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.

ELEC 472 | WIRELESS AND DIGITAL COMMUNICATIONS**Units: 3**

Prerequisites: ELEC 470

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.

ELEC 480 | OPTOELECTRONIC MATERIALS AND DEVICES**Units: 3**

Prerequisites: ENGR 311 and ELEC 301

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.

ELEC 491W | ELECTRICAL ENGINEERING DESIGN AND PRACTICE I**Units: 4**

Prerequisites: ELEC 302 and ELEC 310 and ELEC 350

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.

ELEC 492 | ELECTRICAL ENGINEERING DESIGN AND PRACTICE II**Units: 3**

Prerequisites: ELEC 491W

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.

ELEC 494 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to current engineering practice in electrical/electronics/computer engineering. May be repeated for credit.

ELEC 496 | UNDERGRADUATE RESEARCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in the EE major. Prior approval by the department chair is required.

ELEC 498 | INTERNSHIP/CO-OP EXPERIENCE**Units: 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.

ELEC 499 | INDEPENDENT STUDY**Units: 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.

Industrial & Systems Engineering

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, the ISyE program has been designed to ensure that graduates have achieved the following outcomes:

- a. an ability to apply knowledge of mathematics, science, and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d. an ability to function on multi-disciplinary teams
- e. an ability to identify, formulate, and solve engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. a knowledge of contemporary issues [in the profession]
- k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Coursework in the ISyE program emphasizes the process of developing analytical models for 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.

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.

Department Chair

Leonard A. Perry, PhD, Chair

Faculty

Bradley Chase, PhD, MPH

Odesma Dalrymple, PhD

Jae D. Kim, PhD

Truc T. Ngo, PhD

Rick T. Olson, PhD

Chell A Roberts, PhD

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 (36 units):

MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 310 or MATH 320	Applied Mathematics for Science and Engineering I Linear Algebra	3
ISYE 330	Engineering Probability and Statistics	3
Physics:		
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 272 or MENG 260	Introduction to Modern Physics Introduction to Thermal Sciences	3
Chemistry:		
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Life Science Elective		3

Engineering Core Requirements (19-22 units):

These courses include units in engineering science and other subject requirements in support of engineering practice:

ELEC 201	Electrical Circuits	4
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Engineering Design	3
ENGR 121 or COMP 150	Engineering Programming Computer Programming I	3
ENGR 311	Engineering Materials Science	3
MENG 210	Statics	3
MENG 260 or PHYS 272	Introduction to Thermal Sciences Introduction to Modern Physics	3

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	Engineering Economics	3
PHIL 342	Engineering Ethics	3
COMM 203	Public Speaking ¹	3

¹ ROTC students may substitute NAVS 201, MILS 301, or SDSU AS 300A for COMM 203 in the engineering program. These classes will not satisfy university core requirements

Industrial & Systems Engineering Requirements (50 units)

These courses include units in ISyE science and design. These classes are required by the major:

ISYE 310	Work Analysis and Design	4
ISYE 320	Introduction to Systems Engineering	3
ISYE 335	Statistical Process Control	4
ISYE 340	Operations Research I	3
ISYE 350 & 350L	Manufacturing Processes and Manufacturing Processes Laboratory	4
ISYE 391W	Industrial and Systems Engineering Professional Practice	3
ISYE 420	Simulation of Production and Service Systems	4
ISYE 430	Design and Analysis of Engineering Experiments	3
ISYE 440	Operations Research II	3
ISYE 460	Operations and Supply Chain Management	3
ISYE 470	Facilities Planning	3
ISYE 492	Industrial and Systems Engineering Design Project	2

Students also select eleven units of ISyE program electives, to include at least one lab course, approved by the student's advisor. Eight units of these electives must be engineering courses. Approved engineering electives include ISYE 410, ISYE 450, and approved offerings of ISYE 494 courses. Consult with an ISyE advisor for other approved electives.

Core Curriculum Requirements (33 or more additional units):

All ISyE majors must satisfy the core curriculum specified by the university.

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.

Required Program of Study, Engineering Lower Division

Freshman Year

Semester I		Hours
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
ENGR 101	Introduction to Engineering	3
CC electives		6

Semester II

ENGR 102	Introduction to Engineering Design	3
ENGR 121 ¹	Engineering Programming (or CC)	3
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC elective		3

Sophomore Year

Semester I		Hours
ENGR 121 ¹	Engineering Programming (or CC)	3
MATH 250	Calculus III	4

MENG 210 or 260 ²	Statics Introduction to Thermal Sciences	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC elective		3

Semester II

COMM 203 ³	Public Speaking	3
ISYE 330	Engineering Probability and Statistics	3
ELEC 201	Electrical Circuits	4
MATH 310	Applied Mathematics for Science and Engineering I	3
MENG 210 or 260 ²	Statics Introduction to Thermal Sciences	3

¹ Engineering students may substitute COMP 150 for ENGR 121

² Electrical engineering and industrial engineering students may take PHYS 272 instead of MENG 260; and PHYS 272 is recommended for electrical engineering students.

³ ROTC students may make approved substitutions for COMM 203, but must still complete all university core requirements.

Required Program of Study Industrial & Systems Engineering Upper Division

Junior Year

Semester I		Hours
ENGR 311	Engineering Materials Science	3
ISYE 310	Work Analysis and Design	4
ISYE 220	Engineering Economics	3
ISYE 340	Operations Research I	3
ISYE 391W	Industrial and Systems Engineering Professional Practice	3

Semester II

ISYE 320	Introduction to Systems Engineering	3
ISYE 335	Statistical Process Control	4
ISYE 350 & 350L	Manufacturing Processes	4
ISYE 440	Operations Research II	3
CC elective		3

Senior Year

Semester I

ISYE 420	Simulation of Production and Service Systems	4
ISYE 430	Design and Analysis of Engineering Experiments	3
ISYE 470	Facilities Planning	3
ISyE Program Elective I		4
PHIL 342	Engineering Ethics	3

Semester II

ISYE 460	Operations and Supply Chain Management	3
ISYE 492	Industrial and Systems Engineering Design Project	2
ISyE Program Elective II		4
ISyE Elective III		3
CC electives		3

Senior Year 2

Semester I

CC electives

15

Industrial & Systems Engineering Courses (ISyE)**ISYE 220 | ENGINEERING ECONOMICS****Units: 3**

Prerequisites: MATH 150

Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly. Sophomore standing in engineering. Fall semester.

ISYE 310 | WORK ANALYSIS AND DESIGN**Units: 4**

Prerequisites: ISYE 330 (Can be taken Concurrently)

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. Junior standing in engineering. Fall semester.

ISYE 320 | INTRODUCTION TO SYSTEMS ENGINEERING**Units: 3**

Prerequisites: ISYE 330

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. Spring semester.

ISYE 330 | ENGINEERING PROBABILITY AND STATISTICS**Units: 3**

Prerequisites: MATH 151

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.

ISYE 335 | STATISTICAL PROCESS CONTROL**Units: 4**

Prerequisites: ISYE 330

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.

ISYE 340 | OPERATIONS RESEARCH I**Units: 3**

Prerequisites: MATH 151 and (MATH 310 or MATH 320)

Methods for developing and analyzing deterministic operations research models. Topics include linear programming, networks, and Integer programming. Three hours lecture weekly. Fall semester.

ISYE 350 | MANUFACTURING PROCESSES**Units: 3**

Prerequisites: MENG 210 and ENGR 311

Corequisites: ISYE 350L

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.

ISYE 350L | MANUFACTURING PROCESSES LABORATORY**Units: 1**

Corequisites: ISYE 350

A laboratory course to compliment the lecture material presented in ISYE 350. One three-hour laboratory weekly. Spring Semester.

ISYE 391W | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE**Units: 3**

Prerequisites: ISYE 310 (Can be taken Concurrently)

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.

ISYE 410 | HUMAN FACTORS**Units: 3**

Prerequisites: ISYE 330

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 weekly. Spring semester.

ISYE 410L | HUMAN FACTORS LABORATORY**Units: 1**

Corequisites: ISYE 410

Laboratory for ISYE 410. Three hour laboratory weekly. Spring semester.

ISYE 420 | SIMULATION OF PRODUCTION AND SERVICE SYSTEMS**Units: 4**

Prerequisites: (ENGR 121 or COMP 150) and ISYE 440

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.

ISYE 430 | DESIGN AND ANALYSIS OF ENGINEERING EXPERIMENTS**Units: 3**

Prerequisites: ISYE 330 and ISYE 335

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.

ISYE 440 | OPERATIONS RESEARCH II**Units: 3**

Prerequisites: ISYE 330 and ISYE 340

Methods for developing and analyzing stochastic operations research models. Topics include Poisson processes, Markov processes, queuing, and decision theory. Three hours lecture weekly. Spring semester.

ISYE 450 | MANUFACTURING SYSTEMS**Units: 3**

Prerequisites: (ENGR 121 or COMP 150) and ISYE 350

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.

ISYE 450L | MANUFACTURING SYSTEMS LABORATORY**Units: 1**

Prerequisites: (ENGR 121 or COMP 150) and ISYE 350

Corequisites: ISYE 450

Laboratory for ISYE 450. Three hour laboratory weekly. Fall semester.

ISYE 460 | OPERATIONS AND SUPPLY CHAIN MANAGEMENT**Units: 3**

Prerequisites: ISYE 220 and ISYE 340

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.

ISYE 470 | FACILITIES PLANNING**Units: 3**

Prerequisites: ISYE 340

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.

ISYE 492 | INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT**Units: 2**

Prerequisites: ISYE 310 and ISYE 320 and ISYE 335 and ISYE 350 and ISYE 420 and ISYE 470

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.

ISYE 494 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to current engineering practice in Industrial & Systems Engineering. May be repeated for credit. Upper division standing in the ISYE major.

ISYE 496 | UNDERGRADUATE RESEARCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in the ISYE major. Prior approval by the department chair is required.

ISYE 498 | INTERNSHIP/CO-OP EXPERIENCE**Units: 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.

ISYE 499 | INDEPENDENT STUDY**Units: 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.

Mechanical Engineering

Mechanical engineering (ME) 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 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).

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.

To achieve these objectives, the ME program has been designed to ensure that graduates have achieved the following outcomes:

- a. an ability to apply knowledge of mathematics, science, and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data

c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

d. an ability to function on multi-disciplinary teams

e. an ability to identify, formulate, and solve engineering problems

f. an understanding of professional and ethical responsibility

g. an ability to communicate effectively

h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

i. a recognition of the need for, and an ability to engage in life-long learning

j. a knowledge of contemporary issues [in the profession]

k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

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.

Chair

Ming Z. Huang, PhD, PE

Faculty

Daniel Codd, PhD

Frank G. Jacobitz, PhD

Imane Khalil, PhD

James G. Kohl, PhD

David M. Malicky, PhD

Matthew T. McGarry, PhD

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

MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 310	Applied Mathematics for Science and Engineering I	3
ISYE 330 or MATH 315	Engineering Probability and Statistics Applied Probability and Statistics	3

Physics

PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4

Chemistry

CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
--------------------	--	---

Life Science

Elective		3
----------	--	---

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	Introduction to Engineering	3
ENGR 102	Introduction to Engineering Design	3
ENGR 121 or COMP 150	Engineering Programming Computer Programming I	3
ENGR 311	Engineering Materials Science	3
MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3
ELEC 201	Electrical Circuits	4

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	Engineering Economics Principles of Microeconomics	3
PHIL 342	Engineering Ethics	3
COMM 203	Public Speaking ¹	3

¹ ROTC students may substitute NAVS 201, MILS 301, or SDSU AS 300A for COMM 203 in the engineering program. These classes will not satisfy university core requirements

Mechanical Engineering Requirements (46 units):

These courses include units in mechanical engineering science, laboratory, and design. These classes are required by the major:

MENG 300	Applied Thermodynamics	3
MENG 350 & 350L	Manufacturing Processes and Manufacturing Processes Laboratory	4
MENG 351	Machine Shop Practices	1
MENG 352	Cad Practices	1
MENG 360 & 360L	Fluid Mechanics and Fluid Mechanics Laboratory	4
MENG 370 & 370L	Mechanics of Materials and Mechanics of Materials Laboratory	4
MENG 375	Dynamics	3

MENG 400 & 400L	Heat Transfer and Heat Transfer Laboratory	4
MENG 430	Design of Machine Elements	3
MENG 491W	Senior Design Project I	4
MENG 492	Senior Design Project II	3

Students also select one required simulation-based course and four 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.

Required Program of Study, Engineering Lower Division

Freshman Year

Semester I		Hours
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
ENGR 101	Introduction to Engineering	3
CC electives		6

Semester II

ENGR 102	Introduction to Engineering Design	3
ENGR 121 ¹	Engineering Programming (or CC)	3
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC elective		3

Sophomore Year

Semester I

ENGR 121 ¹	Engineering Programming (or CC)	3
MATH 250	Calculus III	4
MENG 210 or 260 ²	Statics Introduction to Thermal Sciences	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC elective		3

Semester II

COMM 203 ³	Public Speaking	3
ISYE 330	Engineering Probability and Statistics	3
ELEC 201	Electrical Circuits	4
MATH 310	Applied Mathematics for Science and Engineering I	3
MENG 210 or 260 ²	Statics Introduction to Thermal Sciences	3

¹ Engineering students may substitute COMP 150 for ENGR 121

² Electrical engineering and industrial engineering students may take PHYS 272 instead of MENG 260; and PHYS 272 is recommended for electrical engineering students.

³ ROTC students may make approved substitutions for COMM 203, but must still complete all university core requirements.

Required Program of Study, Mechanical Engineering Upper Division

Junior Year

Semester I		Hours
ENGR 311	Engineering Materials Science	3
MENG 300	Applied Thermodynamics	3
MENG 351	Machine Shop Practices	1
MENG 352	Cad Practices	1
MENG 375	Dynamics	3
ECON 101 or ISYE 220	Principles of Microeconomics Engineering Economics	3
CC elective		3

Semester II

MENG 350 & 350L	Manufacturing Processes	4
MENG 360 & 360L	Fluid Mechanics	4
MENG 370 & 370L	Mechanics of Materials	4
MENG Elective		3

Senior Year

Semester I

MENG 400 & 400L	Heat Transfer	4
MENG 430	Design of Machine Elements	3
MENG 491W	Senior Design Project I	4
PHIL 342	Engineering Ethics	3
Eective		3

Semester II

MENG 492	Senior Design Project II	3
MENG electives		6
CC electives		6

Senior Year 2

Semester I

MENG elective		3
CC electives		12

Mechanical Engineering Courses (MENG)

MENG 210 | STATICS

Units: 3

Prerequisites: PHYS 270 and (MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year) and MATH 250
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.

MENG 260 | INTRODUCTION TO THERMAL SCIENCES**Units: 3**

Prerequisites: MATH 151 and PHYS 270

Introduction to basic engineering thermodynamics, fluid mechanics, and heat transfer. Applications to engineering systems. Three hours lecture weekly. Fall and spring semesters.

MENG 300 | APPLIED THERMODYNAMICS**Units: 3**

Prerequisites: MENG 260

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.

MENG 350 | MANUFACTURING PROCESSES**Units: 3**

Prerequisites: ENGR 311 and MENG 210

Corequisites: MENG 350L

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.

MENG 350L | MANUFACTURING PROCESSES LABORATORY**Units: 1**

Corequisites: MENG 350

A laboratory course to compliment the lecture material presented in ISYE 350. One three-hour laboratory weekly. Spring Semester.

MENG 351 | MACHINE SHOP PRACTICES**Units: 1**

Introduction to metal and wood working machines and practices, with emphasis on development of basic competence and safety. Three-hour laboratory weekly. Sophomore standing in Mechanical engineering. Fall semester.

MENG 352 | CAD PRACTICES**Units: 1**

Introduction to 3D computer-aided design of components and assemblies using modern solid modeling tools. Three-hour laboratory weekly. Sophomore standing in Mechanical engineering. Fall semester.

MENG 360 | FLUID MECHANICS**Units: 3**

Prerequisites: MATH 310 and MENG 260

Corequisites: MENG 360L

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. Spring semester.

MENG 360L | FLUID MECHANICS LABORATORY**Units: 1**

Prerequisites: MENG 260 and MATH 310

Corequisites: MENG 360

Laboratory for MENG 360. Three hours laboratory weekly. Spring semester.

MENG 370 | MECHANICS OF MATERIALS**Units: 3**

Prerequisites: MENG 210

Corequisites: MENG 370L

Analytical methods for determining stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, and deflection in beams. Three hours lecture weekly. Spring semester.

MENG 370L | MECHANICS OF MATERIALS LABORATORY**Units: 1**

Corequisites: MENG 370

Laboratory for MENG 370. Three-hour laboratory weekly. Spring semester.

MENG 375 | DYNAMICS**Units: 3**

Prerequisites: MENG 210

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.

MENG 380 | KINEMATICS AND DESIGN OF MACHINERY**Units: 3**

Prerequisites: MENG 375

Kinematics and dynamic analysis of machinery; mechanism synthesis techniques for function, motion, path generators; and design applications with linkages, cams, and gears. Three hours lecture weekly. Spring semester.

MENG 400 | HEAT TRANSFER**Units: 3**

Prerequisites: MENG 360

Corequisites: MENG 400L

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.

MENG 400L | HEAT TRANSFER LABORATORY**Units: 1**

Corequisites: MENG 400

Laboratory for MENG 400. Three laboratory weekly. Fall semester.

MENG 410 | ALTERNATIVE ENERGY SYSTEMS**Units: 3**

Prerequisites: MENG 360

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.

MENG 420 | COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING**Units: 3**

Prerequisites: MATH 250 and MATH 310 and MENG 370 and MENG 352 and (ENGR 121 or COMP 150)

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.

MENG 430 | DESIGN OF MACHINE ELEMENTS**Units: 3**

Prerequisites: MENG 370

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.

MENG 460 | SYSTEM DYNAMICS AND VIBRATIONS**Units: 3**

Prerequisites: MENG 375

Analysis and design of dynamic systems in various engineering domains; modeling of mechanical and electrical systems, free and forced responses, time and frequency domain analysis, applications in isolation and control of mechanical vibrations, and vibration measuring instruments. Three hours lecture weekly. Spring semester.

MENG 460L | SYSTEM DYNAMICS AND VIBRATIONS LABORATORY**Units: 1**

Prerequisites: MENG 460 (Can be taken Concurrently)

Laboratory for MENG 460. Three-hour laboratory weekly. Spring semester.

MENG 462 | TOPICS IN FLUID MECHANICS**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 360

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.

MENG 470 | FINITE ELEMENT ANALYSIS**Units: 3**

Prerequisites: MENG 310 and MENG 351 and MENG 370

Finite element based solutions to engineering problems with an emphasis on elastostatic problems in structural mechanics. The power and pitfalls associated with the finite element method highlighted through practical modeling assignments. Modeling and practical applications using commercial finite element codes. Three hours lecture weekly.

MENG 491W | SENIOR DESIGN PROJECT I**Units: 4**

Prerequisites: COMM 203 and MENG 351 and MENG 352 and MENG 400 (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently)

Finite element based solutions to engineering problems with an emphasis on elastostatic problems in structural mechanics. The power and pitfalls associated with the finite element method highlighted through practical modeling assignments. Modeling and practical applications using commercial finite element codes. Three hours lecture weekly.

MENG 492 | SENIOR DESIGN PROJECT II**Units: 3**

Prerequisites: MENG 491W

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.

MENG 494 | SPECIAL TOPICS IN MECHANICAL ENGINEERING**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to current engineering practice in Mechanical Engineering. May be repeated for credit.

MENG 496 | UNDERGRADUATE RESEARCH**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required.

MENG 498 | INTERNSHIP/CO-OP EXPERIENCE**Units: 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.

MENG 499 | INDEPENDENT STUDY**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual design or research project under the general supervision of participating professor. Project proposal must be submitted and approved prior to enrollment.

Joan B. Kroc School of Peace Studies

The University of San Diego's Joan B. Kroc School of Peace Studies is dedicated to building and sustaining peace and justice through innovative learning, interdisciplinary analysis, advanced practice, and engaged public policy.

Through its Institute for Peace and Justice the faculty, staff and students of the School are working with populations to achieve peace and justice in places around the world. Working with its Trans-Border Institute, they are addressing urgent transnational issues affecting the people of Mexico and the United States, as well as peace and justice questions that transcend other key borders. At the Kroc School, students from around the world receive an interdisciplinary academic and practice-oriented education.

The Peace and Justice Studies minor creatively promotes conflict resolution, cross cultural understanding, and social justice by introducing students to an integrated, multidisciplinary program. With a minor in Peace and Justice Studies, you'll learn the historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development and strategies achieve a more just society.

Peace and Justice Studies

The Peace and Justice Studies Minor

The Peace and Justice Studies minor creatively promotes conflict resolution, cross cultural understanding, and social justice by introducing students to an integrated, multi-disciplinary program. With a minor in Peace and Justice Studies, students will learn the historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for achieving a more just society. Students also explore the connections among these issues to help them understand the obstacles to and opportunities for peace and justice.

The program consist 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 faculty advisor to plan a program of study for the minor.

Administration

Lee Ann Otto, PhD, Interim Dean

Louis Cappella, Assistant Dean for Administration and Operations

Dee Aker, PhD, Interim Director, Joan B. Kroc Institute for Peace and Justice

Everard Meade, PhD, Director, Trans-Border Institute

Patricia Rogers, MA, Manager, Budget and Finance

Marisa Alioto, BA, Assistant Director, Graduate Student Services

Faculty

Ami Carpenter, PhD

William R. Headley, C.S.Sp., PhD

Christopher McDougal, PhD

Dustin Sharp, PhD

Necla Tschirgi, PhD

Lower Division Distribution Requirement

All students are required to take PJS 101, 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. 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; HIST 116; THEA 111; THRS 112 or ARAB 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.

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	3
COMM 300	Communication Theory	3
COMM 338	Media and Conflict	3
ENGL 364	Postcolonial Studies	3
ETLW 311	Business Law I	3
ETLW 312	Business Law II	3
HIST 345	Topics in Military History	3
HIST 373	Armed Conflict in American Society	3
MGMT 300	Organizational Behavior	3
MGMT 303	Interpersonal Relations	3
MUSC 440W	Topics in Ethnomusicology	3
PHIL 321	Social Ethics	3
PHIL 330	Ethics	3
PHIL 331	Biomedical Ethics	3
PHIL 332	Business Ethics	3
PHIL 340	Ethics of War and Peace	3
PHIL 360	Ethical Theory	3
PHIL 462	Political Philosophy	3
POLS 354	Revolutionary Change	3
POLS 377	Regional Security	3

POLS 378	Transnational Crime and Terrorism	3
POLS 382	International Human Rights	3
POLS 480	Model United Nations	1
PSYC 322	Social Psychology	3
THRS 334	Christian Social Ethics	3
THRS 335	Catholic Social Thought	3
THRS 390	Holocaust: Death or God or Death of Humanity?	3
Development and Sustainability		
ANTH 320	North American Indian Cultures	3
ANTH 328	Caribbean Cultures	3
BIOL 460W	Ecology	4
COMM 475	Intercultural Communication	3
ECON 308	Environmental and Natural Resource Economics	3
ECON 333	International Economics	3
ECON 335	Economic Development of Latin America	3
ECON 337	Economic Development of Asia	3
ENVI 305	Environmental Assessment Practices	3
ENVI 315	Geographic Information Systems	4
ENVI 331W	Coastal Environmental Science	4
ENVI 355	Environmental Chemistry	3
ENVI 364	Conservation Biology	4
ENVI 485	Environmental Geology	4
ETLW 302D	Business and Society	3
ETLW 403	Environmental Management	3
HIST 368	History of Africa	3
HIST 369	Issues in Modern Africa	3
HIST 370	American Environmental History	3
HIST 380	History of the American West	3
HIST 382	The Spanish Southwest	3
MARS 474	History of the Earth and Climate	3
PHIL 338	Environmental Ethics	3
POLS 349	Politics and the Environment	3
POLS 352	Comparative Politics of Developing Countries	3
Domestic Justice		
ARTH 356	Race, Ethnicity, Art and Film	3
COMM 445/445W	Gender Communication	3
ECON 304	Urban Economics	3
ECON 322	Labor Economics	3
ENGL 358	United States Ethnic Literature	3
ENGL 374	Gender and Literature	3
ENVI 361	Ecological Communities of San Diego County	2
HIST 374	Civil War and Reconstruction	3
HIST 375	Topics in Modern American History	3
HIST 378	Topics in United States Intellectual and Social History	3
HIST 381	American Indian History	3
HIST 383	Chicano History	3
HIST 389	History of California	3
LEAD 353	Professional and Ethical Issues and the Practice of Leadership	3
LEAD 354	Leadership and Diversity in Organizations	3
PHIL 343	Gender and Economic Justice	3
POLS 304	American Political Development	3

POLS 322D	Constitutional Law: Civil Rights and Liberties	3
POLS 323	Judicial Behavior	3
PSYC 359D	Health Psychology of Women and Ethnic Groups	3
SOCI 472	Criminalizing Immigration	3
THEA 375C	Theatre and Community	3
THRS 320	Native American Religious Traditions	3
THRS 356	Catholicism in the United States	3
THRS 368	Lantino/a Theologies	3
THRS 371	Cults and Sects in the United States	3
International Relations		
COMM 380	International Media	3
ECON 333	International Economics	3
HIST 358	Topics in Modern World History	3
HIST 376	United States Foreign Relations to 1914	3
HIST 377	United States Foreign Relations from 1914	3
PHIL 333	Legal Ethics	3
POLS 327	International Law	3
POLS 370	Theories of International Relations	3
POLS 371	American Foreign Policy	3
POLS 376	U.S. National Security	3
POLS 380	Theories of International Political Economy	3
POLS 383	International Organizations	3
PSYC 324D	Cross-Cultural Psychology	3
THRS 312	The Hindu Tradition	3
THRS 313	Jewish Faith and Practice	3
THRS 314	Buddhist Thought and Culture	3
THRS 315	Islamic Faith and Practice	3
THRS 321	Afro-Latin Religions	3
THRS 369	Liberation Theology	3

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	3
HIST 364	Topics in Asian History	3
HIST 365	History of China	3
HIST 366	History of Japan	3
PHIL 476	Studies in Asian Philosophy	3
POLS 358	Politics in South Asia	3
POLS 367	Politics in Japan	3
POLS 368	Politics in China	3
THRS 312	The Hindu Tradition	3
THRS 314	Buddhist Thought and Culture	3

Europe

ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	3
FREN 403	Contemporary French Civilization	3
GERM 303	Cultural Backgrounds of German Civilization	3
HIST 347	Topics in Modern Europe	3
HIST 348	Modern France	3
HIST 350	History of the British Isles	3

HIST 352	The British Empire	3
HIST 353	Spain to 1820	3
HIST 354	Modern Spain	3
HIST 357	Topics in Russian and East European History	3
PHIL 474	Studies in Contemporary Continental Philosophy	3
POLS 355	Politics in Europe	3
POLS 362	Politics in the United Kingdom	3
POLS 363	Politics in France	3
POLS 364	Politics in Germany	3
POLS 365	Politics in Russia	3
SPAN 302	Cultural History of Spain	3
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture	3

Latin America

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
HIST 360	Colonial Latin America	3
HIST 361	Modern Latin America	3
HIST 362	Topics in Latin America History	3
HIST 363	History of Brazil	3
HIST 383	Chicano History	3
HIST 384	History of Mexico	3
POLS 357	Politics in Latin America	3
POLS 366	Politics in Mexico	3
POLS 374	U.S.-Latin American Relations	3
SPAN 304	Cultural History of Latin America	3
THRS 321	Afro-Latin Religions	3
THRS 369	Liberation Theology	3

Middle East and Africa

HIST 359	Modern Middle East	3
HIST 368	History of Africa	3
POLS 359	Politics in the Middle East	3
POLS 360	Politics in Sub-Saharan Africa	3
THRS 313	Jewish Faith and Practice	3
THRS 315	Islamic Faith and Practice	3
THRS 321	Afro-Latin Religions	3
THRS 382	The Prophetic Tradition of Israel	3

Capstone Requirement

All students are required to enroll in PJS 495W 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

Units: 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

Units: 3

This course integrates the knowledge and skills students have acquired through coursework and experience. The course also provides a foundation for possible future engagement with peace and justice concerns through graduate work, career choice, or volunteer activities. Under the supervision of the course instructor, students will develop a research project or paper designed to illuminate the dynamics of domestic and international peace, sustainability, cooperation, and justice. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice.

Directories

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

Eren H. Branch

Professor Emerita of English
AB, Bryn Mawr College; MA, PhD, Stanford University

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

Curtis W. Cook

Dean Emeritus and Professor Emeritus of Business
BA, University of Redlands; MBA, DBA, University of Southern California

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

Anne Donnellan

Professor Emerita of Education
BA, Queens College, The City University of New York; MA, San Diego State University; PhD, University of California, Santa Barbara

Patrick F. Drinan

Dean Emeritus and Professor Emeritus of Political Science
BA, Loras College; MA, PhD, University of Virginia

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

Kenneth D. Keith

Professor Emeritus of Psychology
BA, Northwest Missouri State University; MS, Kansas State College; PhD,
University of Nebraska-Lincoln

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

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

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 A. Quinn

Professor Emerita of English
BA, MA, Simmons College; MA, PhD, University of California, Santa Barbara

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. Rigsby

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

Lynn Small

Professor Emerita of Mathematics and Computer Science
BA, Reed College; MA, PhD, Yale University

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
Seminare 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

Gary G. Whitney

Professor Emeritus Business
BS, California Polytechnic San Luis Obispo; MBA, University of California, Los Angeles; PhD, University of Washington

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)

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)

Associate 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)

Associate 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)

Associate Professor of Sociology
BA, Barnard College, Columbia University; MA, PhD, Brown University

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

Charles Billhardt (Lieutenant, USN) (2006)

Assistant Professor of Naval Science
BA, Cal State San Bernardino

Can Bilsel (2002)

Professor of Architecture and History of Art and Architecture
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)

Associate Professor of Psychology
BA, Reed College; MA, PhD, University of Hawaii at Manoa

Barbara Bliss (2013)

Assistant Professor of Finance
BS, PhD, Florida State University

James P. Bolender (1996)

Associate Professor of Chemistry and Biochemistry
BA, Wittenberg University; PhD, University of Virginia

Michel A. Boudrias (1996)

Associate Professor of Environmental and Ocean Sciences
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

Sandy Buczynski (2002)

Associate Professor of Education
BA, University of Texas, Austin; MPH, University of Texas, Houston; PhD, University of Hawaii, Manoa

Lisa Burgert (2012)

Assistant Professor, Copley Library
BA, San Diego State University; MLIS, San Jose State University

Hugh Burkhart (2008)

Assistant Professor, Copley Library
BA, MA, University of Windsor; MLS, University of Western Ontario

Brian Byrnes (2012)

Associate Professor of Dramatic Arts
BA, University of Iowa; MFA, University of Pittsburgh

Michelle Madsen Camacho (2002)

Professor of Sociology
BA, Loyola Marymount University; MA, PhD, University of California, Irvine

Erika Nash Cameron (2009)

Assistant Professor of Counseling
BS, Bradley University; MEd, University of Hawaii; PhD, University of Missouri, St. Louis

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)

Associate 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

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; PhD, University of Central Florida

Leeva C. Chung (1998)

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

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

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)

Professor of Finance
BE (Mech), Birla Institute of Technology and Science, Pilani, India; MBA, Clarkson University, New York; PhD, Pennsylvania State University, University Park

Steve Dickerson (Commander, USN) (2007)

Assistant Professor of Naval Science
BA, Jacksonville University; MS, University of San Diego

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

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

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

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

Andrea Flynn (2012)

Associate Professor of Marketing
BE, McGill University; MBA, Babson College; PhD, University of Texas, Austin

Jane E. Friedman (1991)

Professor of Mathematics
BA, Swarthmore College; PhD, Temple University

Erik Drew Fritsvold (2007)

Associate 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)

Associate Professor of Ethnic Studies
BA, University of California, Los Angeles; MA, University of Minnesota; MA, PhD, University of California, San Diego

Victoria Fu (2012)

Assistant Professor of Art
BA, Stanford University; MA, University of Southern California; MFA, California Institute of the Arts

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

Saturnino Garcia (2013)

Assistant Professor of Mathematics and Computer Science
BS, Drexel University; MS, PhD, University of California, San Diego

Ann Garland (2012)

Professor of Counseling/MFT
BA, University of California, Berkeley; MA, Columbia University; PhD, Yale University

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

Maura Giles-Watson (2012)

Assistant Professor of English
ALB, Harvard University; MA, University of Massachusetts, Boston; MEd, National University; PhD, University of Nebraska, Lincoln

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

Daniel Gladfelter (Lieutenant, USN) (2009)

Assistant Professor of Naval Science
BS, United States Naval Academy

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, University of California, Irvine; MS, PhD, University of Notre Dame

Sarah C. Gray (1992)

Professor of Environmental and Ocean Sciences
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

Adam Haberman (2013)

Assistant Professor of Biology
BS, University of Texas, Austin; PhD, The Johns Hopkins University

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

Kristopher Hall (2014)

Assistant Professor of Counseling
BS, St. Augustine's College; MA, Seton Hall University; PhD, University of Central Florida

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

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

Julia Hess (2013)

Assistant Professor, Copley Library
BA, Taylor University; MLS, MIS, Indiana University, Bloomington

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

Tucker Hughes (Captain, USA) (2008)

Assistant Professor of Military Science
BS, United States Military Academy (West Point); MS, Missouri University of Science and Technology (MS&T)

Johanna Steggert 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

Eric P. Jiang (1998)

Professor of Mathematics and Computer Science
BS, Shanghai Chiao-Tong University; MA, MS, University of Georgia; PhD, University of Tennessee

Clinton Johnson (Lieutenant, USN) (2005)

Assistant Professor of Naval Science
BS, University of Maryland

Mark Johnson (Captain, USN) (1994)

Chair of Naval Science Department and Professor of Naval Science
BBA, University of Notre Dame; MS, Naval Postgraduate School

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

Amitkumar Kakkad (2012)

Assistant Professor of Operations Management
BE, D.D. Institute of Technology, India; MBA, Rollins College; PhD, London Business School

Maya Kalyanpur (2014)

Associate Professor of Education
BA, St. Stephen's College, Delhi University, Delhi, India; MA, Jawaharlal Nehru University, New Delhi India; PhD, Syracuse University, Syracuse, NY

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 Environmental and Ocean Sciences
BS, University of Minnesota; PhD, University of California, San Diego

Diane Keeling (2013)

Assistant Professor of Communication Studies
BA, Ripon College; MA, Colorado State University; PhD, University of Colorado at Boulder

Timothy P. Kelley (1983)

Professor of Accounting
BS, Loyola Marymount University; MBA, California State University, Long Beach; PhD, University of Houston

Michael R. Kelly (2013)

Assistant Professor of Philosophy
BA, Connecticut College; MA, MPhil, PhD, Fordham University

Ernest M. Kim (1990)

Associate Professor of Electrical Engineering
BS, University of Hawaii; MS, PhD, New Mexico State University

Koonyong Kim (2013)

Assistant Professor of English
BA, MA, Yonsei University, Seoul, South Korea; MA, PhD, Duke University

Evelyn Kirkley (1995)

Associate Professor of Theology and Religious Studies
AB, College of William and Mary; MDiv, Union Theological Seminary; PhD, Duke University

Maria Kniazeva (2003)

Associate Professor of Marketing
BA, MA, Leningrad State University, Russia; MBA, PhD, University of California, Irvine

Anne M. Koenig (2007)

Associate Professor of Psychology
BS Iowa State University; MS, PhD, Northwestern University

James G. Kohl (2004)

Professor of Mechanical Engineering
BS, Western New England College; MS, 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

Patricia Kowalski (1989)

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

James Lehner (Captain, USAR) (2010)

Senior Military Science Instructor
BA, Washburn University; JD, Washburn University School of Law

William Leslie (Major, USA) (2011)

Officer in Charge of Army ROTC and Assistant Professor of Military Science
BS, John Brown University; MA, North Dakota State

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

Andrew Long (Lieutenant, USN) (2009)

Assistant Professor of Naval Science
BA, Washington State University

Daniel Lopez-Perez (2009)

Assistant Professor of Architecture
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)

Associate 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

Marcelle Maese-Cohen (2013)

Assistant Professor of English
BA, MA, University of California, Berkeley; MA, University of California, Irvine; PhD, University of California, Berkeley

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, Copely 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

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

Cid Martinez (2013)

Assistant Professor of Sociology
BA, MA, PhD, University of California, Berkeley

Juliana Maxim (2006)

Associate Professor of History of Art and Architecture
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)

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

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

Antonieta Mercado (2012)

Assistant Professor of Communication Studies
BA, National Autonomous University of Mexico; MA, San Diego State University; PhD, University of California, San Diego

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)

Associate Professor of Ethnic Studies
BA, Sonoma State University; MA, University of California, Los Angeles; MA, PhD University of California, San Diego

Sarina Chugani Molina (2011)

Assistant Professor of Education
BA, MA, University of Hawaii at Manoa; EdD, University of San Diego

Adriana Molitor-Siegl (2001)

Associate Professor of Psychology
BA, University of California, Riverside; MA, PhD, Duke University

Rico G. Monge (2013)

Assistant Professor of Theology and Religious Studies
BA, Pomona College; MDiv, Saint Vladimir's Orthodox Theological Seminary; PhD, University of California, Santa Barbara

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)

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

Geoffrey Morse (2008)

Associate 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

Jennifer Mueller (2012)

Associate Professor of Management
BA, Southern Methodist University; PhD, Brandeis University

Perla Myers (2001)

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

Afsaneh Nahavandi (2013)

Professor of Leadership Studies
BA, University of Denver; MA, PhD, University of Utah

Alejandra Nann (2013)

Assistant Professor, Copley Library
BA, University of California, San Diego; MLIS, San Jose State University

Andrew J. Narwold (1990)

Professor of Economics
BA, University of Virginia, Charlottesville; MBA, Virginia Commonwealth University, Richmond; PhD, University of California, Santa Barbara

Sylvie Ndome Ngilla (2012)

Assistant Professor of Languages and Literatures
DEUG, DEA, University of Paris; PhD, University of Minnesota

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

Christopher Newman (2012)

Assistant Professor of Leadership Studies
BA, University of California, Santa Barbara; MA, University of San Diego; MA, PhD, University of California, Los Angeles

Truc T. Ngo (2009)

Assistant Professor of Industrial & Systems Engineering
BS, PhD, Georgia Institute of Technology

Biljana Nikolic (2012)

Assistant Professor of Finance
BS, Braca Karic University, Belgrade, Serbia; PhD, University of Missouri

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

Ivan Ortiz (2013)

Assistant Professor of English
BA, Stanford University; MA, PhD, Princeton University

Bethany O'Shea (2010)

Assistant Professor of Marine and Environment 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

Marjorie Patrick (2003)

Associate Professor of Biology
BSc, MSc, McMaster University; PhD, University of California, Irvine

Jessica Patterson (2010)

Assistant Professor of History of Art and Architecture
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. Pfeffer (1986)

Professor of Philosophy
BA, Iowa State University; MA, PhD, University of Arizona

Johan Perols (2008)

Associate Professor of Accounting
BS, Colorado Christian University; MBA, University of Colorado at Denver; PhD, University of South Florida

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, Universität 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)

Associate Professor of English
BA, MA, Delhi University; MA, Carnegie Mellon University; MA, 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. Plovanih (1990)

Assistant Professor of Theology and Religious Studies
BA, Rosary Hill College; MA, PhD, Fordham University

Morgan Poor (2012)

Assistant Professor of Marketing
BS, Bowling Green State University; MA, University of Kentucky; PhD, Indiana 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

Samuel (Greg) Prieto (2013)

Assistant Professor of Sociology
BA, Whittier College; MA, PhD, University of California, Santa Barbara

Joseph Provost (2013)

Professor of Chemistry and Biochemistry
BS, Bemidji State University; PhD, University of North Dakota

Lukasz Pruski (1983)

Professor of Mathematics and Computer Science
MScEng, PhD, Warsaw Technical University, Poland

Alberto López Pulido (2003)

Professor of Ethnic Studies
BA, University of California, San Diego; MA, PhD, University of Notre Dame

David F. Pyke (2008)

Professor of Operations Management
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

Manzur Rahman (1991)

Professor of Finance
AB, BS, Lafayette College; PhD, University of South Carolina

Justine Rapp (2012)

Assistant Professor of Marketing
BS, MBA, Villanova University; PhD, University of Nebraska, Lincoln

Ryan Ratcliff (2008)

Associate 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-Barry (2008)

Assistant Professor of Theology and Religious Studies
BA, University of Notre Dame; MTS, Weston Jesuit School of Theology; PhD, Loyola University Chicago

Martin Repinecz (2013)

Assistant Professor of Languages and Literatures
BA, Washington University, St. Louis; MA, PhD, Duke University

Nathalie Reysn (2008)

Assistant Professor of Environmental and Ocean Sciences
BS, University of Arizona; MS, Stony Brook University; PhD, North Carolina State University

Kelly Riddle (2013)

Assistant Professor, Copley Library
BA, Clemson University; MLIS, University of South Carolina

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

Chell A. Roberts (2013)

Professor of Industrial & Systems Engineering
BS, MS, University of Utah; PhD, Virginia Tech

Fred M. Robinson (1991)

Professor of English
BA, University of Redlands; MA, PhD, University of Washington

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

Lonnice 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

David Schible (Sergeant First Class, USA) (2013)

Senior Non-Commissioned Officer and Assistant Instructor

Hans Peter Schmitz (2014)

Associate Professor of Leadership Studies
MA, Eberhard-Karls-University, Tuebingen, Germany; PhD, European University Institute, San Domenico di Fiesole, Italy

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, Madison

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

Michael Shulman (2013)

Assistant Professor of Mathematics and Computer Science
BS, California Institute of Technology; Master of Advanced Study, Cambridge University; MS, PhD, University of Chicago

Adam Siepielski (2011)

Assistant Professor of Biology
BS, Pennsylvania State University; MS, New Mexico State University; PhD, University of Wyoming

Leonora Simonovis-Brown (2007)

Associate 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

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)

Professor of History
BA, MA, PhD, University of California, Santa Barbara

Susannah Stern (2004)

Professor of Communication Studies
BS, Northwestern University; MA, University of Washington; PhD, University of North Carolina, Chapel Hill

Abraham Stoll (2000)

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

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)

Associate 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 Environmental and Ocean Sciences
BSc, San Diego State University; PhD, Scripps Institution of Oceanography, University of California, San Diego

Steve Tammelleo (2013)

Assistant Professor of Philosophy
BS, Lewis and Clark College; PhD, University of Memphis

Annette K. Taylor (1990)

Professor of Psychology
BA, MA, California State University, Long Beach; PhD, University of Southern California

Karen M. Teel (2007)

Associate 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

Connie Thornton (Lieutenant, USN) (2009)

Assistant Professor of Naval Science
BA, Texas A&M University

Karma Lekshe Tsomo (2000)

Professor of Theology and Religious Studies
BA, University of California, Berkeley; MA, PhD, University of Hawai'i, 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

Laura Turner (2012)

Assistant Professor, Copley Library
BA, Virginia Tech; MLS, University of Texas, Austin

Adriana Vamosiu (2013)

Assistant Professor of Economics
BA, Whittier College; PhD, University of Maryland at College Park

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)

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

Allison Wiese (2007)

Associate 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

Wenli Xiao (2012)

Assistant Professor of Operations Management
BS, University of Science and Technology of China; MSc, Fudan University, Shanghai; PhD, Georgia Institute of Technology

Dirk S. Yandell (1981)

Professor of Economics
BA, University of San Diego; MS, PhD, Purdue University

Inigo Yanguas (2012)

Associate Professor of Languages and Literatures
Licenciatura, University de Granada; MA, Louisiana State University; MS, PhD, Georgetown University

Sally E. Yard (1989)

Professor of History of Art and Architecture
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 Environmental and Ocean Sciences
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

Peng Cheng (Phil) Zhu (2013)

Assistant Professor of Finance
BBA, Shanghai Institute of Foreign Trade; MBA, PhD, Carleton University

Carsten Zimmerman (2008)

Associate 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

Index

A

About the University of San Diego	3
Academic Calendar	6
Academic Programs	38
Academic Regulations	49
Academic Services	56
Academic Support	56
Accountancy	207
Accreditation	11
Admission	27
Admission to Freshman Standing	27
Advanced Placement	27
Advanced Standing	27
Anthropology	60
Application Procedure	27
Arabic	130
Architecture	64
Art History	67
Art, Architecture + Art History	63
Asian Studies	76

B

Bachelor's Degree	38
Biology	77
Black Student Resource Center	56
Business Administration	211
Business Economics	213

C

Campus Recreation and Sports	21
Career Services	57
Chemistry and Biochemistry	84
Child Development Center	22
Chinese	131
Classical Greek	132
Classical Studies	89
College and Schools	59
College of Arts and Sciences	60
College-Level Examination Program (CLEP)	27
Communication Studies	90
Community Service-Learning	57
Computer Science	95

Core Curriculum	39
Credit and Grading System	52

D

Deadlines	37
Declaring the Major	49
Deposit Fees	29
Dining Services	23
Directories	256

E

Economics	215
Education Recreation	99
Electrical Engineering	240
Email Accounts	49
English	101
Environmental and Ocean Sciences	105
Environmental Studies	109
Ethnic Studies	113

F

Finance	217
Financial Aid	32
First-Year Experience	40
French	133

G

General Information	51
General Requirements for Bachelor's Degree	41
German	135
Graduation and Commencement	51

H

History	4
History	115
Honor Societies	17
Honors	54
Honors Program	41

I

Industrial & Systems Engineering	244
Information Resources and Facilities	57
Institute of College Initiatives	58
Integrity of Scholarship	50
Interdisciplinary Humanities	123
International Baccalaureate	27
International Business	220
International Relations	126

International Students	28	Preparation for Law School and Health Profession Programs	42
International Students and Scholars	56	Psychological Sciences	183
Intersession and Summer Sessions	42	Public Safety	23
Italian	136	R	
J		Real Estate	225
Japanese	139	Refunds	29
Joan B. Kroc School of Peace Studies	253	Registration	49
L		Registration/Fee Payment Policy	30
Languages and Literatures	129	Requirements for Major and Minor	46
Latin	140	Residence Requirement	50
Latin American Studies	145	Residential Life	23
Leadership Studies	229	Room and Meal Plans	29
Learning and Teaching	232	ROTC Programs	42
Leave of Absence and Withdrawal	50	S	
Liberal Studies	147	Scholarships and Grants	32
Loans	36	Scholastic Probation and Disqualification	54
M		School of Business Administration	202
Mail Center	23	School of Leadership and Education Sciences	228
Marketing	221	Shiley-Marcos School of Engineering	239
Mathematics	153	Sociology	189
Mechanical Engineering	248	Spanish	141
Medieval and Renaissance Studies	158	Special Fees	29
Memberships	11	Student Employment	36
Military Science	44	Student Government and Organizations	20
Minors	223	Student Life and Services	20
Mission and Core Values	4	Student Wellness	24
Music	159	Study Abroad Opportunities	47
N		T	
Naval Science	45	The Campus	5
O		Theatre Arts and Performance Studies	194
One Stop Student Center	23	Theology and Religious Studies	196
Other Required Fees	29	Torero ID Card	25
P		Torero Store	25
Paralegal Studies	201	Tuition	29
Parking Services and Transportation	23	Tuition and Fees	29
Payment Plans	31	U	
Peace and Justice Studies	167	Unit and Grade Point Requirements	50
Peace and Justice Studies	253	United Front Multicultural Center	26
Philosophy	167	University Center and Student Life Pavilion	26
Physics	172	University Ministry	26
Policies	12	University-Wide Centers	18
Political Science	177		

V

Veterans Benefits 28
Veterans Center 57
Visual Arts 72

W

Women's and Gender Studies 200